

Universities creep back into favour

Mulley issues ultimatum to direct grants

Girls begin to catch up in exam stakes

ences in the work load and over-
lapping between subjects in the
specializations, say the DES.

Many more girls now take
subjects such as maths, physics
and economics, which in the past
were largely boys' subjects. Against
this background of a general 70 per
cent increase in the numbers of A
level passes over the decade, the
number of girls taking mathematics
has risen from 15,000 to 25,000
this year, compared with the 25 per
cent rise for boys.

Though boys doing physics
outnumber the girls by more
than four to one, the girls' increas-

62 per cent compared in the boys' 7 per cent. Eighty per cent made a high level chemistry A levels compared in 8 per cent boys. In economics, which showed an overall increase of 164 per cent, that for girls was three times that of boys.

CSE passes of grade 1 or better showed a 100 per cent increase in the shorter period since 1968, with the largest growth (11 per cent) in Module 3 assessments. Four times more boys took needed same cookery and there was a 100 per cent increase in girls' work on metalwork. In 1973 2,044 boys were awarded CSE in domestic subjects.

Of those who left school in 1963, 1,000 micro science specialists went on to take a degree course than other leavers. Of the 14,650 leavers with a low level of attainment, 1,000 went into non-grading certificate (grading courses, less than 3,000) to pass a new A-level subject.

Nearly a third of 1973 school leavers went on to further education of some kind, compared with one sixth in 1963. The number taking degree courses, however, declined from 3,000 students in 1963 to 1,000 in 1970.

Statistics of Education, Volumes 1 and 2, School Leavers, CSE and GCE 1963-1970 HMSO £3.00.

Soulbury agree to go back to arbitrators

One difficulty in sanding the Sault Ste. Marie labor union's salary dispute back to the arbitrator is that the management requested arbitration findings recommendations only and not a binding award. A further complication is that the arbitrators' decision of reference cannot be withdrawn until they were it would be considered that a new arbitration had begun and any award would be subject to the 60-day work stoppage under the 60-week pay raise.

Many members of the arbitrator's tribunal are from the Sault Ste. Marie area and will be on holiday during the week of Jan. 8-14, 1987. As if those who came to the Sault Ste. Marie arbitration were given a final award far less than what was asked for months at least.

Behind closed lips

Mr Fred Mulley, the Secretary, has agreed no about growth in the education sector. He said that the local authorities are not allowed to mention such a thing.

Mr Mulley told leaders of the Council of Local Education Authorities this week that he would not mention the 2 per cent limit on spending that has been agreed. He said that the heated arguments at the annual conference in Cambridge last year were still going on.

The row at Cardiff started in 1976 when the local authorities last March.

W. D. WALL
The Secretariat of UNESCO
complete revision of *Handbook of Mental Health*, publishes knowledge in the field of mental health over the past decades. Many of the articles are of great practical significance to the subject and the committee was decided to publish the first volume *Contributions to the first ten years of the International Year of the Teacher*, a thoughtful teachers, workers and adult school and in the coming years. In survey

Foreword by JEAN PIAGET

I joined Professor Wall to undertake a very successful book *Education and the Child* in 1953, because of the growth of child development during the last two decades. In the 1950s, now have a lot of educators. Due to the vastness of the study of the problems to be treated I divide the work into two volumes.

The Education for Children deals with a child's life and is intended for all psychologists, educators, guidance administrators who see that education at all levels is likely to be the vital element at over the next decade.

A year in perspective

It is wrong to expect such a
to carry on for very long with-
deviating, particularly in the
of acute economic recession
would be strange if the "diffic-
which young people are going
encounter, when they seek for
the next year or two — diffic-
which are bound to be well
lized — do not influence higher
cation choices, and so enhance
attractions of courses which se-
lead to secure employment.

Training target cut to 20,000

They had to choose between options A, a target of 23,000 private teachers or of 20,000. "Even so, it was not a vote," said Mr. Terry Casey, secretary of the National Association of Schoolmasters. "Sir asked for those in favour of A and those in favour of B."

The decision has caused dismay for colleges of education planning for 1976. Un- they had to show how many to expect. The Department of Education will shortly issue a survey of the intake figures for colleges.

cent more money for ad-
local authority leaders said
oil inbuilt growth of 4 per
2 per cent growth mean

The consternation created by an offer of an earlier special meeting between the Board of Education and the school authorities, in the second week but both sides agreed nothing about their intentions. The press officer said including a "full exchange" but were not "frank."

Teacher unemployment specifically discussed but that the authorities agreed Department that there is no teachers should be in a special case.

Mr. McNulty will meet again in the autumn.

Professor Wall recognizes the relationship between growing lumber and the local timber industry.

led to
for a
Depart-
ance
and
to say
cussions.
the talks
views."

was not
appears
with the
person
arrived as

authori-

that society arises from the interaction of beings and a series of social, sociological laws and ideas. Among the many subjects

mental changes of the past century and of the family, social services, immigrant and giftedness. On how these are going to rest the destinies of individuals is forewarned Joan Plieger stresses the role children to be able to accept the rapidly changing society.

Contributing Editor for the Adolescent years of puberty and adolescence.

Abt £7.50

RAP BOOKS

Harbort, London WC1E 7JX

Government to list special school places

by Diane Spencer

The Government intend to improve this system of placing handicapped children in special schools by issuing details of all special schools.

Mr Fred Mulley, the Secretary of State for Education and Science, told an international conference on special education organized by the Joint Council for the Education of Handicapped Children at Kent University, Canterbury, this week that the list follows the assessment system outlined in the circular last March. This made it clear that educationists, not doctors, should recommend a child for special education. Detailed descriptions of the schools would enable educational advisers to match the child more accurately to the appropriate place.

Mr Mulley said teachers of the handicapped were often unrealistic in their aims. Because the school programme of a profoundly deaf child could be planned and time allocated in speech training, the realistic assumptions about how the child would communicate in adult life. If a severely mentally handicapped child found reading difficult, and if there were more important skills for him to acquire, was it realistic enough for him to spend a lot of time at school in drills directed towards reading?

Mr Mulley warned that realism did not mean imposing low standards which cannot be raised. Special schools could fall into the trap of exaggerating their protective role and becoming "cosy and undemanding institutions".

The most vital aim was to develop a satisfactory method of communication. Although associations with their handicapped peers may be a source of strength, it is a sign of failure of the handicapped if they are not able to communicate with the non-handicapped. The National Children's Development Council, which is now working on a study of the needs of severely handicapped children, is also concerned with this.

She told the conference that the money could be better spent. "After all, one place costs £10,000 a year. You could give the child his own teacher and his own social worker for a whole year. All the while do it is kept from out of the way for two or three years—they do not solve the problem."

Special educationists were responsible for these children, also for those who are specially and emotionally deprived and those with disturbed behaviour. The first years were vital for later emotional, intellectual and educational development. Yet, too often, these years are wasted. "We are paying more for the least effective policy," she said.

In his last article I argued that the conservative position in education had an overwhelming strength, and a strength which the radicals should accept—their argument that replacing a valuable tradition of morality and high standards by a kind of mushy progressivism does no service to anybody. But I also argued that the conservative case has a weakness. It is a weakness which the radicals should accept—their argument that replacing a valuable tradition of morality and high standards by a kind of mushy progressivism does no service to anybody.

In education, this is reaffirmed in all sorts of ways. There is, for example, the doctrine of monogamous institutions. It is an inevitable corollary of the changing role of education in society and men's colleges should find themselves out of the league. When no very good reason can be given for the continuation of monogamous institutions (as, for example, Oxford and Cambridge colleges) to defend that particular characteristic is a great mistake. On the other hand, to defend the ideal of education which in their better moments the Oxford and Cambridge colleges had supported is wholly admirable.

There is nothing in the Oxford and Cambridge tradition which is incompatible with contemporary society. On the contrary, its concern for the common good of its members, that all people who are

for the disabled, simply because prevention and early intervention is not only better, but cheaper than cure."

A new kind of professional was needed. A home visitor—a cross between a health visitor and a teacher—would provide an extremely important service for the handicapped. She would not only offer advice and guidance on all aspects of the young child's development, but would help in teaching the mother to overcome the effects of the handicap. This service would be costly but cheaper than residential care.

Teachers often undervalued untrained assistants and volunteers. This fear of professional dilution was understandable but auxiliaries were essential if a teacher wanted a one to one lesson with a child. Voluntary organizations used helpers successfully. For example, the welfare visitor scheme organized by the National Society for Mentally Handicapped Children.

On integrating the handicapped into ordinary schools, Dr Pringle said that it should never be a question of "either/or", but providing a wide variety of schools to meet the needs of individual children. The NCB had listed 13 different types of provision, including full-time residential schools, hospital schools, special day schools and peripatetic teachers, but not one authority provided them all.

Placement was determined by what was available, not by the child's needs. "It is most unjust that provision varies so widely from one local authority to another," he said. Central Government should lay down a statutory minimum of different types of schools. But this alone was not sufficient. Flexible use was essential to suit the child's changing needs.

Mr Mulley said that the Government was not at fault as they were setting up a special unit on social disadvantage with a board composed entirely of education experts.

All professions concerned with the handicapped had failed so far to help parents to face and cope with their own fears and feelings of guilt. They had also failed to give parents sufficient support and knowledge to help them overcome the adverse effects of handicap. Consequently, the parents' natural concern for their own children's future, over-anxiety, resentment, or rejection.

Many teachers were unprepared for the fact that in any class there would be at least two children who have a disability and need special help. Special education teachers should be in ordinary schools to spread their knowledge and widen their own experience.

admitted to a college should continue to be members of that college and should be regarded as members of a community in personality, and its concern above all with the preservation of high learning and civilized values which have their place in any form of civilized society.

Part of our difficulty is that the progressive have seemed to identify any defects of conservative traditions with reaction in the worst form. The reactionaries have been driven to regard any kind of progressive reform as a kind of chaos which in fact most people share.

Similarly, the distinction with education which has spread on the progressive side of opinion is even more worrying. Those who expect radical change to occur have been disappointed, since it has not in fact taken place.

It is true that the education system is far bigger than it has ever been. It is certainly true that the arguments which were advanced by many of us twenty years or more ago have been accepted and more radical change has been expected. The calculations which Professor Beckerman and I made over 15 years ago about the needs for education have been more than confirmed.

Nuffield head in plea to save physics

Physics may disappear as a separate subject in some secondary schools, Dr Clifford Butler, director of the Nuffield Foundation, told the international conference on physics education in Edinburgh on Wednesday.

He called for an urgent review of school physics: "I am very worried about this long term rule of physics as a subject for schools prior to the age of 16," he said.

Comprehensive education and the chronic shortages of mathematics and science teachers mean that physics would probably have to form part of a general science course before 16. And for the 16-19 years olds, physics concentrated too much on the needs of future specialists, and ignored the needs of engineers and others.

Roll down

The number of children in Inner London Education Authority county primary schools fell by nearly five per cent last year according to the annual census of pupils and teachers carried out in January. With extra teachers, these schools now enjoy a pupil:teacher ratio of 19.8.

The fall in voluntary aided primary schools was less—nearly 2 per cent—and their pupil:teacher ratio is 21.4. There were nearly 8,000 fewer pupils in primary schools altogether, a reduction from 217,132 to 209,208.

The LEA say their secondary school rolls have nearly peaked, increasing by only 652 last year. Extra staff here meant slight improvement in the pupil:teacher ratio, from 15.0 to 14.9.

Mr Cashdan, a child psychologist, said that children soon got the idea that anything reflecting their own lives and experiences was "not a real book". This was what made genuine working-class children's literature implausible. But even when texts were not positively biased, they were often empty and bland.

Mr Cashdan believed that the child's natural ability to learn was hampered by the clash between school and home values. "Where these values are congruent," he said, "children do well, irrespective of their social class."

The education system had moved from the pupil learning something he wanted or needed to know to the teacher teaching something he believed the pupil ought to know. "The danger is not just the imposition of the teachers' own values, but the imposition of someone else's values encouraging the taking of the GCE examinations, not for the sake of learning about the subjects, but for passage to a job success."

The Bullock Committee had been aware of the inadequate content of reading materials for children but

their report should have gone further. "We should put all these materials through an 'ideological scanner', provided we admit our own attitudes and prejudices. As it is we don't discuss our own biases in the classroom and are too keen to offer children consensus and neutrality."

It was up to the classroom teacher not to accept unquestioningly the materials given to her and to exert her rights as a consumer. Teachers failed to question and analyse materials were "prisoners of their own perspectives". There was also a need for fuller studies of what actually went on in the classroom and how much time a teacher spent in talking and other activities.

Parents should be brought into the schools, not just in parent-teacher associations, but as participants in lessons. "So much has been said about the advantages of coming from a 'reading family' that some teachers think the answer is just to get parents to read more books," said Mr Cashdan. "But a child of reading parents reads not because he sees them with books in their hands but because he discovers their intrinsic reasons for reading and its rewards."

Parents who come into schools do not make the teachers' jobs for them but are made aware of the complexity of the task of their children's learning.

Mr Cashdan also wanted to see more in-service training based on schools. There was too little integration between the levels of education about the subjects, but on passage to a job success. The Bullock Committee had been aware of the inadequate content of reading materials for children but

Children's readers are 'empty and bland'

by Mary Hoffman

"Most children's readers are racist, sexist and class-biased," said Mr Asher Cashdan, president of the United Kingdom Reading Association, in Manchester this week. Books used in schools were usually irrelevant to the needs and interests of children, as well as misleading. Readers will show a picture of life in the suburbs revolving around the child, but most children lived in cities in families that are rarely child-centred.

Addressing delegates at the twelfth annual conference of UKRA, Mr Cashdan, a child psychologist, said that children soon got the idea that anything reflecting their own lives and experiences was "not a real book". This was what made genuine working-class children's literature implausible. But even when texts were not positively biased, they were often empty and bland.

Mr Cashdan believed that the child's natural ability to learn was hampered by the clash between school and home values. "Where these values are congruent," he said, "children do well, irrespective of their social class."

The education system had moved from the pupil learning something he wanted or needed to know to the teacher teaching something he believed the pupil ought to know. "The danger is not just the imposition of the teachers' own values, but the imposition of someone else's values encouraging the taking of the GCE examinations, not for the sake of learning about the subjects, but for passage to a job success."

The Bullock Committee had been aware of the inadequate content of reading materials for children but

their report should have gone further. "We should put all these materials through an 'ideological scanner', provided we admit our own attitudes and prejudices. As it is we don't discuss our own biases in the classroom and are too keen to offer children consensus and neutrality."

It was up to the classroom teacher not to accept unquestioningly the materials given to her and to exert her rights as a consumer. Teachers failed to question and analyse materials were "prisoners of their own perspectives". There was also a need for fuller studies of what actually went on in the classroom and how much time a teacher spent in talking and other activities.

Parents should be brought into the schools, not just in parent-teacher associations, but as participants in lessons. "So much has been said about the advantages of coming from a 'reading family' that some teachers think the answer is just to get parents to read more books," said Mr Cashdan. "But a child of reading parents reads not because he sees them with books in their hands but because he discovers their intrinsic reasons for reading and its rewards."

Parents who come into schools do not make the teachers' jobs for them but are made aware of the complexity of the task of their children's learning.

Mr Cashdan also wanted to see more in-service training based on schools. There was too little integration between the levels of education about the subjects, but on passage to a job success. The Bullock Committee had been aware of the inadequate content of reading materials for children but

their report should have gone further. "We should put all these materials through an 'ideological scanner', provided we admit our own attitudes and prejudices. As it is we don't discuss our own biases in the classroom and are too keen to offer children consensus and neutrality."

It was up to the classroom teacher not to accept unquestioningly the materials given to her and to exert her rights as a consumer. Teachers failed to question and analyse materials were "prisoners of their own perspectives". There was also a need for fuller studies of what actually went on in the classroom and how much time a teacher spent in talking and other activities.

Parents should be brought into the schools, not just in parent-teacher associations, but as participants in lessons. "So much has been said about the advantages of coming from a 'reading family' that some teachers think the answer is just to get parents to read more books," said Mr Cashdan. "But a child of reading parents reads not because he sees them with books in their hands but because he discovers their intrinsic reasons for reading and its rewards."

Parents who come into schools do not make the teachers' jobs for them but are made aware of the complexity of the task of their children's learning.

Far from the madding crowd

A blackbird with obviously literary tastes chose to nest amid the copes of "Far From the Madding Crowd" in the book store of Ecclefield School, a 2,000-pupil comprehensive in Sheffield.

It laid four eggs and successfully hatched them out. During the feeding stage Steven Corbett, an O level pupil, took a step ladder into the store and sat on top of it with a camera, while another boy dropped a white sheet with a hole in it over him.

By sitting there motionless for about three hours, he was able to take this photograph, which was then developed, printed and enlarged by two other pupils, Lawrence Word and Philip Hall, to the school's darkroom.

At the same time, the changes in the expectations of the educationists. It could be argued that Britain is less divided by class; that the sexes are more equal, and above all, that the treatment of the immigrants has been infinitely better than people had any right to expect on normal expectations. But nevertheless, it is certainly true that this country is no paradise.

The reason for this—apart from the fact that no institutions are ever perfect—is not in the education system, but in the failure to get the economy moving. More of the criticisms which are buried at education; and at the public services generally, are really accusations about its failure to produce the kind of society that we need. This is a topic I shall develop later.

But I see throughout our society a malaise about the value of work. The right say that people don't work because they are "taxed too highly, the left say people don't work because if they do the employers steal their work in the form of profits and exploit them. What is most striking is that there is a common belief that the only way to get the economy moving is to have a high value on work. This is a topic I shall develop later.

If a finger were to be pointed at education and blame were to be laid, it would be somewhere in this particular direction. It would be an allegation that the education system, and other social institutions, had not sufficiently emphasized the value and significance of hard work. It is here that the conservatives and the progressives ought to balance to form some kind of alliance since both value the doctrine of work.

L.e.a.s fear DES bid to give polys more self-control

by Mark Vaughan

Many local authorities feel that their control over the polytechnics and other higher and further education colleges is threatened by a new circular from the Department of Education and Science.

The Association of County Councils felt so strongly about it that they refused to comment on the draft circular as requested but instead asked for a special meeting with the DES to discuss the matter.

Because of the current economic climate the association will emphasize the need to maintain their involvement in these institutions, some of which are considered "profligate".

The education committee of the Association of Metropolitan Authorities considered the draft circular and sent their comments on to the DES as required.

The polytechnics, while expressing reservations about the large number of institutions which the circular refers to, tend to welcome its terms.

The circular is still confidential and in draft, but is certain to be published later this year with possibly a few changes. It gives guidance on the government and conduct of Polytechnics, and other HE and FE institutions, covering about 500 colleges as well as the 30 polytechnics.

Articles as well as many amendments from all the colleges have been submitted to the DES since the first draft. The circular is a statement of the DES's view on the future of higher and further education. It is a statement of the DES's view on the future of higher and further education.

Some L.e.a.s are particularly worried at the DES's change in emphasis in the composition of governing bodies.

The circular says: "The Secretary of State wishes to remind authorities of the need to ensure that the governing bodies of higher and further education are adequately represented. It remains his view that local authority members should be a minority."

What the pay deal means

Details of the teachers' £230m pay deal show that the minimum salary will be £2,253 while a few heads will be able to earn almost £10,000 a year.

The average increase will be about 12 per cent but teachers now on the bottom scales will receive increases of up to 34 per cent. Salaries from Scale One will go up from £2,253 to £2,577, with thresholds consolidated. The highest paid members of the teaching profession, will have their salary range increased from £5,800 to £6,542.

Two (S) schools will have an extra £220 a week in their pay packets and they will miss the £10,000 a year bracket by a mere £4. The special school allowance for teachers on Scale One will be increased from £300 to £350 a year.

Teachers already get threshold increases of £229 a year and to all cases these have been added into their new salary scales. In real terms, the new salary scales will be £2,253 to £2,577, with thresholds consolidated. The highest paid members of the teaching profession, will have their salary range increased from £5,800 to £6,542.

Teachers on Scale Four will get £2,577 to £2,800 a year. The new salary scales will be £2,253 to £2,577, with thresholds consolidated. The highest paid members of the teaching profession, will have their salary range increased from £5,800 to £6,542.

Dons fight for their 20 per cent

The Association of University Teachers, a 10,000-strong body, has been promised a 20 per cent increase in its pay. The union, which has been fighting for a 20 per cent increase in its pay, has been promised a 20 per cent increase in its pay.

about one-third of the total. A substantial proportion, normally about one-third of the total, is made up of people with outside experience relevant to the work of the institution, both employers and employees, including teachers in schools and other further education.

One local authority spokesman pointed out that former notes of guidelines allowed the L.e.a.s to have up to just under half the membership of the governing body, the remainder being polytechnic staff and outside interests.

The spokesman said local authorities were also likely to object strongly to another clause which they felt gave greater autonomy to the larger institutions, particularly the polytechnics.

The powers specifically designated to the governing body of the institution should be subject only to the other provisions of the articles (for government) and not to the authority's standing orders in general.

It follows that the governors of the institution should, as far as possible, and within the constraints mentioned above, be allowed the maximum possible discretion in selecting their own members, subject to any national requirements and agreements, and in making appointments, in carrying out elections, maintenance and minor alterations, and in placing orders for supplies, equipment and services.

Since local authorities have their own rules and regulations for governing their financial procedures, many of them are not going to accept happily the Department's suggestion that one of their institutions—a polytechnic, for example—should not be subject to the authority's standing orders. "A substantial number of L.e.a.s are going to resist any further inroads into their control of their own institutions," said the spokesman.

It is also known that some authorities object to the draft being sent to teachers' organizations before it has been finally agreed by the Department.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities, created last year. There is no doubt that many chief executives and non-education-

ing thresholds. In the largest schools, those in group 1, the existing £5,894 to £6,324 group will be increased to £6,766 to £7,302.

Lead in the smallest schools, who receive £3,381 to £3,845 will now be paid £4,110 to £4,638, with thresholds consolidated. Heads of the biggest schools, the highest paid members of the teaching profession, will have their salary range increased from £5,800 to £6,542.

Two (S) schools will have an extra £220 a week in their pay packets and they will miss the £10,000 a year bracket by a mere £4. The special school allowance for teachers on Scale One will be increased from £300 to £350 a year.

Teachers already get threshold increases of £229 a year and to all cases these have been added into their new salary scales. In real terms, the new salary scales will be £2,253 to £2,577, with thresholds consolidated. The highest paid members of the teaching profession, will have their salary range increased from £5,800 to £6,542.

Teachers on Scale Four will get £2,577 to £2,800 a year. The new salary scales will be £2,253 to £2,577, with thresholds consolidated. The highest paid members of the teaching profession, will have their salary range increased from £5,800 to £6,542.

Teachers already get threshold increases of £229 a year and to all cases these have been added into their new salary scales. In real terms, the new salary scales will be £2,253 to £2,577, with thresholds consolidated. The highest paid members of the teaching profession, will have their salary range increased from £5,800 to £6,542.

Teachers already get threshold increases of £229 a year and to all cases these have been added into their new salary scales. In real terms, the new salary scales will be £2,253 to £2,577, with thresholds consolidated. The highest paid members of the teaching profession, will have their salary range increased from £5,800 to £6,542.

Full-time mothers will still earn their increments

People who take time off from teaching to bring up their families are to receive incremental credits when they return to the profession.

At a meeting of the Burnham Committee on Friday it was agreed that teachers who have done unpaid but relevant jobs should be given an increment for every three years of absence from the classroom. The new money terms, the DHSS then refuse benefits on the grounds that they have not really left school.

Mr Grassby said students at a technical college were being refused benefits if they said they intended to return to college to complete a vocational course. "These students have clearly left school, they are available for work and, under the 1966 Act, they clearly qualify for benefits. Since in fact, they are not, they are clearly not available for work."

In some offices, sixth-form leavers are being refused benefits until the theoretical end of the school term, even though they have finished examinations and are available for work.

Mr Grassby said he was concerned at the tightening up of the rules, particularly on this was going to be a year of massive youth unemployment. He has written to Mr Henderson asking him to clarify the regulations by raising the issue in Parliament.

The claimants union have produced 1,000 copies of a leaflet urging young people to claim benefits. The aim was to "make youth unemployment as expensive as possible to the state". The leaflet said: "You must be prepared for off-chance not being helpful and giving you the facts and even giving you false information."

Mr Grassby said students at a technical college were being refused benefits if they said they intended to return to college to complete a vocational course. "These students have clearly left school, they are available for work and, under the 1966 Act, they clearly qualify for benefits. Since in fact, they are not, they are clearly not available for work."

£8.5m pumped in to keep youngsters off the dole

by Stephen Cohen

The Government are to give £8.5m more to training schemes to keep young people off the dole. Employers will be given grants for every extra apprentice they recruit above their normal requirements.

The Manpower Services Commission announced last week that the Government had accepted their request for more money. Earlier this year the Chancellor of the Exchequer allocated £50m to the commission, part of which will be used to fund apprenticeships support for sandwich course students, help for redundancy applicants and grants for employers.

The new £8.5m boost for industrial training will be spread over the next two years. Details of exactly how the money will be used are still being worked out by the commission's Training Services Agency and the Department of Employment.

It is expected though that a limited number of employers in the construction and engineering industries will be able to apply for grants if they take on extra apprentices. More young people will be able to apply for apprentice awards under the scheme announced last month by the commission. They will be paid £15 a week tax free while following one-year craft and technical training courses.

There is no guarantee of a job afterwards. Sir Denis Barnes, chairman of the

MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the House of Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,037,869. This included 97,800 students and 62,100 school leavers.

Most of the students are expected to go off the unemployment register in September. They sign up at labour exchanges to qualify for supplementary benefits during vacations. School leavers present a difficult problem for careers officers up and down the country.

There were 37,000 vacancies notified to careers offices last month, an increase of 2,226 since June, but 42,208 more school leavers showed up on the job market during the month. Even more school leavers will figure in the unemployment statistics for August.

Mr Grassby said he was concerned at the tightening up of the rules, particularly on this was going to be a year of massive youth unemployment. He has written to Mr Henderson asking him to clarify the regulations by raising the issue in Parliament.

The claimants union have produced 1,000 copies of a leaflet urging young people to claim benefits. The aim was to "make youth unemployment as expensive as possible to the state". The leaflet said: "You must be prepared for off-chance not being helpful and giving you the facts and even giving you false information."

Mr Grassby said students at a technical college were being refused benefits if they said they intended to return to college to complete a vocational course. "These students have clearly left school, they are available for work and, under the 1966 Act, they clearly qualify for benefits. Since in fact, they are not, they are clearly not available for work."

Mr Grassby said he was concerned at the tightening up of the rules, particularly on this was going to be a year of massive youth unemployment. He has written to Mr Henderson asking him to clarify the regulations by raising the issue in Parliament.

The claimants union have produced 1,000 copies of a leaflet urging young people to claim benefits. The aim was to "make youth unemployment as expensive as possible to the state". The leaflet said: "You must be prepared for off-chance not being helpful and giving you the facts and even giving you false information."

Mr Grassby said students at a technical college were being refused benefits if they said they intended to return to college to complete a vocational course. "These students have clearly left school, they are available for work and, under the 1966 Act, they clearly qualify for benefits. Since in fact, they are not, they are clearly not available for work."

Mr Grassby said students at a technical college were being refused benefits if they said they intended to return to college to complete a vocational course. "These students have clearly left school, they are available for work and, under the 1966 Act, they clearly qualify for benefits. Since in fact, they are not, they are clearly not available for work."

MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the House of Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,037,869. This included 97,800 students and 62,100 school leavers.

Most of the students are expected to go off the unemployment register in September. They sign up at labour exchanges to qualify for supplementary benefits during vacations. School leavers present a difficult problem for careers officers up and down the country.

There were 37,000 vacancies notified to careers offices last month, an increase of 2,226 since June, but 42,208 more school leavers showed up on the job market during the month. Even more school leavers will figure in the unemployment statistics for August.

Mr Grassby said he was concerned at the tightening up of the rules, particularly on this was going to be a year of massive youth unemployment. He has written to Mr Henderson asking him to clarify the regulations by raising the issue in Parliament.

The claimants union have produced 1,000 copies of a leaflet urging young people to claim benefits. The aim was to "make youth unemployment as expensive as possible to the state". The leaflet said: "You must be prepared for off-chance not being helpful and giving you the facts and even giving you false information."

Mr Grassby said students at a technical college were being refused benefits if they said they intended to return to college to complete a vocational course. "These students have clearly left school, they are available for work and, under the 1966 Act, they clearly qualify for benefits. Since in fact, they are not, they are clearly not available for work."

Mr Grassby said he was concerned at the tightening up of the rules, particularly on this was going to be a year of massive youth unemployment. He has written to Mr Henderson asking him to clarify the regulations by raising the issue in Parliament.

The claimants union have produced 1,000 copies of a leaflet urging young people to claim benefits. The aim was to "make youth unemployment as expensive as possible to the state". The leaflet said: "You must be prepared for off-chance not being helpful and giving you the facts and even giving you false information."

Mr Grassby said students at a technical college were being refused benefits if they said they intended to return to college to complete a vocational course. "These students have clearly left school, they are available for work and, under the 1966 Act, they clearly qualify for benefits. Since in fact, they are not, they are clearly not available for work."

Mr Grassby said he was concerned at the tightening up of the rules, particularly on this was going to be a year of massive youth unemployment. He has written to Mr Henderson asking him to clarify the regulations by raising the issue in Parliament.

The claimants union have produced 1,000 copies of a leaflet urging young

After 'the bishop'— still little hope for the runaways

by Gavin Scott

Any plans to set up information bureaux in London mainline stations to keep young runaways out of "Bishop" Roger Gleaves are likely to remain no more than brave words if British Rail have their way.

"We have no space" on the concourse at Euston, a British Rail spokesman said this week. "And anyway we would not want to encourage people—non-travellers, down and out—to come in and upset the passengers."

"We are in the business to run a railway," said a spokesman for the British Rail Board. "We would not think of taking an initiative on a social work matter."

Attention has been focused on the vulnerability of young people who have home for London since the transmission of *Johnny Go Home*, a Yorkshire Television documentary last week. It showed how a man with convictions for violence and indecent acts on children was able to roam London stations. With the consent of the police he took young people to his hostels in six London boroughs, some of them in premises provided by councils. Here many of them were sexually assaulted.

Gleaves, who is now in jail for burglary, was paid £7 a week social security money for boarding each boy. He was given tax exemption because his hostels were registered with the Charity Commissioners and sent clients by social services departments. A Home Office circular on Gleaves' background was not sent to local authorities or the police. It was not until one of the inmates of a hostel was murdered by three of Gleaves' associates that the matter came to light.

It is more than a year since the so-called "Bishop" was arrested. Yet from the fact that local authorities and the British Rail Board have been unable to work together at kindly co-operation, little appears to have been done to prevent a repetition.

The responsibilities of the Charity Commissioners are as limited as ever, a Home Office spokesman refused to acknowledge that there was a failure of communication, though they agree that they only informed the governors of institutions for young offenders about Gleaves. And a request for information to the DHSS this week on the alleged frauds over social security money did not confirm whether they had been defrauded or if they have done anything to prevent it happening again.

It was not until after a parliamentary question in May of this

year that a joint working party was set up between the Home Office, the DHSS, the Department of the Environment and others. Their brief was to consider providing proper help for young vagrants in London and monitoring organizations who claim to help them. Their report has not yet appeared, but one of the things they are considering is what should happen at mainline termini.

When a runaway under 16 arrives at a big London station, he or she usually has little option but to plunge into the city and start fighting for survival. In theory, the British Rail Transport Police can spot them at stations, question them and hold them until a parent comes to collect them.

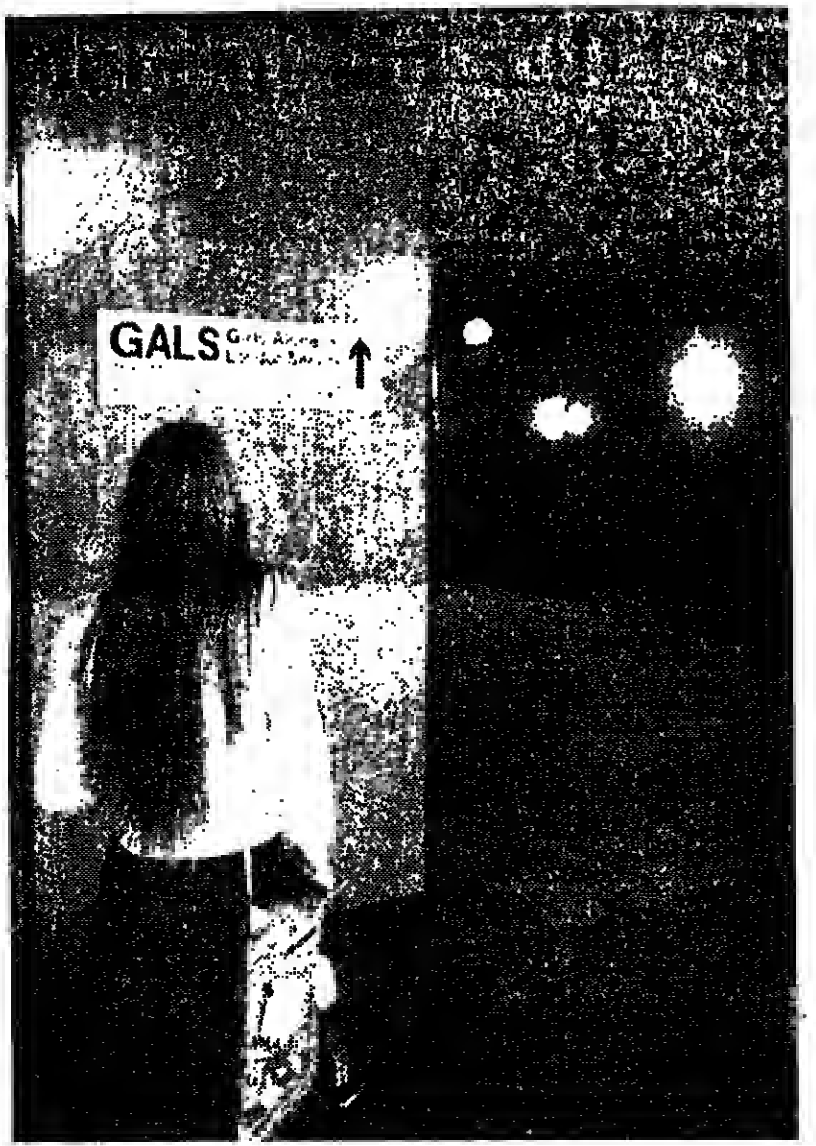
It is not difficult for young people to avoid detection or to claim that they are over 16. Unless they actually want to go home, the last thing they will do is "ask a policeman" for help. There are an estimated 10,000 runaway children under 16 roaming London, but police at Euston took only 180 last year. The police do not make an exhaustive check of people on the concourse until between midnight and 1 am.

Gleaves used to do his rounds before then and the police were happy to see him because it took the children off their hands. "We checked up the day he did have the hostels," said Mr. Eric Sanzoni, chief superintendent of British Transport Police.

To help children under 16 find a bed without breaching the law, information booths at stations have been suggested, not only by the working party but by Camden Social Services. They have been proposed several times by voluntary organizations like the Campaign for the Homeless and Rootless, who rejected Gleaves' application for membership because his hostels were dirty. Each time British Rail have been unhelpful.

One street has been made for the Girls' Alone in London Service, a member of CHAR. After long negotiations with British Rail, they managed to get an office last January in a building outside Euston Station. There is a sign, put off the concourse, which invites those who need help to come in for advice. Social workers give counselling to about 60 girls a month and they can provide eight with a bed in their hostel in Islington.

"We want to concentrate on counselling," said Mrs. Rosemund Blackler, director of GALS, "but we will take in anyone who simply wants information. It would be very helpful if there could be something like



Radio Klose

a Citizens Advice Bureau on the concourse.

"London is the only place in Europe without a decent travellers' aid centre at stations," said Mr. Jill Diamond, of After Six, also part of CHAR, who help those who need a bed.

"So many people come down with a few pounds in their pockets and they spend it in expensive places before they do not know about the cheap ones or about us, who can tell them where to find them. They could split their money out for much longer if they were advised how to do it."

Mr. Diamond partly blames teachers and the youth service. "We get quite a lot of bright kids here who have left home because they can't get jobs to suit their abilities where they come from. But they haven't the foggiest idea of how to find a flat, how to look after themselves, and I think schools should make sure they know. These are the ones with initiative, and it's a terrible waste."

But good information is not much use if it does not lead to a bed for the night, and providing that bed is becoming more and more difficult. Voluntary hostels are one source, but they are few and the pressure on them is great.

Counterpoint night shelter, for example, had to turn away 2,000 people last year. Hostels are also threatened with cutbacks because local authority grants have been held down to the same level despite inflation, and private donations are drying up.

Alderman Paddy O'Connor, chairman of the Greater London Council's Single Homeless Committee, believes the boroughs could do much more allowing hostels to use empty rooms temporarily, provided they checked out applicants properly and visited regularly, which boroughs generally failed to do when they assisted Gleaves.

The fact they did not, says Mr. Nicholas Beacock, director of the Campaign for the Homeless and Rootless, is an indication of the attitude of social services departments to the single homeless. The legal housing responsibilities of local authorities are confined to homeless families. When social services are visited by the single homeless they tend to be glad to be able to refer them to any voluntary organization who will take them. Voluntary hostels are often used as dumping grounds by social workers, says Mr. Beacock. Several voluntary hostels echoed this.

Of course, where social services

find children under 16 or are called in by the police, they take responsibility until the child is returned to his or her family. In practice children claiming to be over 17 may be referred to hostels. In Lambeth where Gleaves had his headquarters, Social Services visited him to make sure there were no children under age there, clearly unsuccessfully. But none of the boroughs in which he operated checked his hostels carefully enough to realize what was happening.

Most agree that hostels are not the complete answer. Some of the official ones should take a long hard look at the rules and regulations. Many young people will not go there because they seem so authoritarian. If they have just left home they will not put up with it," said Mrs. Blackler, of GALS. "They would rather squat in the past newcomers to the city might have found a cheap lodging house or a room with a bath."

But the Rent Act, inflation and safety regulations reduced available beds in cheap lodgings by 21 per cent in 1973, and they continue to do so. CHAR believe local authorities should act in reverse this trend. The London Boroughs Association agree that councils should do more for the single homeless. Members have suggested recently taking lifting the restrictions which prevent council tenants and mortgage holders from taking lodgers and setting up council-run lodgings or short-life properties.

Those working in the field welcome moves like these. They expect the outcry generated by the vision documentaries because they emphasize the negative. Plenty of people find beds in respectable hostels and are guided into sorting out jobs for themselves and setting up in London. It is only the minority who end up on the "mean rack" soliciting in Piccadilly Circus and ending up in the Embankment. It was easier for the young adults in London to find his or her feet, the minority would be considerably smaller.

Schools and education officers services should do more to prevent under-16s from running away in the first place, said Mr. Tessa Jewell, chairman of the social services committee of Camden, which contains three mainline stations.

"Half the damage is done when they get down here," she said this week. "I think there should be a DHSS counselling service for runaways when they reach London, but the counselling should really have been given in the school where teachers saw the trouble between the child and his family was brewing."

The row about runaways should add weight to claims by education welfare officers that local authorities employ too few of them. In Glasgow, which produces many young immigrants to London, a local education officer admitted that schools have recently been harassed by teacher shortages but they have not even been reporting persistent non-attenders to the education authority. Even when they do, the school attendance officer usually cover up and say the boy has gone to try with his auntie somewhere else.

V-Cs call for tariff on foreign students

Fees for overseas postgraduate students should be raised to discourage economic rivals from exploiting their manpower in Britain, says the Committee of Vice-Chancellors in a report published last week.

The report, on postgraduate education, says that 10 years ago most overseas students came from cello in poor countries which were in opposition to provide opportunities for postgraduate education. Today they came from countries which have a higher national income than Britain.

"It could well be argued that they should leave after their own students," said Sir Derman Christofides, vice-chancellor of Durham University and chairman of the group who produced the report.

But there were also advantages in keeping a large proportion of overseas students in our universities.

They prevented the universities from becoming intellectually narrow minded, ensured that narrow students could study abroad and provided effective overseas aid to developing countries.

There were also practical advantages. Many of the students reached positions of power in their own countries. "They may become a significant element in sustaining our international influence and understanding," the report says.

Engineering and technology out-

lets became familiar with our methods and with British industrial products. They were inclined to develop trading relationships with Britain. They also ensured that courses which were temporarily unpopular were not run down.

The Vice-Chancellors' Committee and the University Grants Committee are now considering university fees, but the report makes its own recommendations.

It says that it would be too difficult to charge different fees to students from different countries. There should be a standard fee which would be closer to the level of fees and living costs in the United States or other European countries. Students from developing countries should be assisted by scholarships. This help should be part of our overseas aid programme and not of the general cost of university education.

The report also warns the Government of the danger of imposing disproportionate cuts on the postgraduate sector. Postgraduate places should be available to all students who are qualified, suitable and keen.

"Unless a sufficient proportion of the ablest young people can be attracted in the profession of learning, the universities will decay, and the intellectual life of the country will wither."

Postgraduate Education. By the Committee of Vice-Chancellors, 29 Tavistock Square, London WC1.

Postgraduates get £200 rise

Increases in postgraduate students' wages were announced last week by Sir Fred Mulley, the Education Secretary. Students living away from home in London will get £1,180 a year, instead of £960.

Students living away from home in other universities will have their grants increased, from £380 to £1,085. Those who live at home will get £790 instead of £660.

Mr. Mulley said the married

women's grant would be increased to that of a married man. Supplementary allowances would also be adjusted.

Married postgraduate students will continue to have their grants reduced depending on their spouse's income, although the arrangements will be reviewed later this year.

The increases will cost about £3m, bringing the total expenditure on Britain's 14,500 postgraduates up to £19.5m next year.

In brief

BSc in languages

The University of Salford is to introduce a three year full-time course leading to the degree of BSc in foreign languages and English.

Girls and boys

Garbourn Chase, a girls' school in Wiltshire will offer six sixth-form places to boys as the first step towards full coeducation.

Independent intentions

Elham College and Woldmaston Hall, Sevenoaks, have announced plans to go independent next year if the Government abolish the direct grant. A similar decision has been made by the governors of King Edward VI Grammar School, Norwich.

Diak-a-bird

The Young Ornithologists Club are running a telephone information service this summer to give young people details of the country's best birdwatching areas. The number to ring is Sandy (Bedfordshire) 80551.

Where to study

Entry requirements for 5,000 university degree courses in the United Kingdom are listed in the 1976/77 edition of the University Catalogue, published by the Association of Commonwealth Universities and available from Lund Humphries, 32, Abchurch Lane, London EC4N 3DF. Price, £2.90.

Down on the farm

A 30-acre working farm in Herefordshire is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countryside Board.

Music makers

Schools Symphony Orchestra will give a concert at the Polytechnic. Students can pick two subjects from a range of 50.

Professors' works

An exhibition designed to show the life and works of two early professors, Sir Charles Lyell and Sir Charles Wheatstone, is open to the public at King's College, London.

Museum award

The Green Howards Regimental Museum, created in a redundant medieval church in the centre of the market square at Richmond, North Yorkshire, has been nominated as a joint runner-up in the National Heritage Museum of the Year award scheme for 1975.

Research into ink

How to remove printing ink from waste paper is to be investigated by the University of Surrey with the help of a grant of £35,000 by the Wolfson Foundation.

In the print

The printing industry increasingly want to recruit 18-plus school leavers with one or two A levels, according to a recent careers seminar at Watford College of Technology. The industry also wants students completing Ordinary National Certificate or technician courses and those going on to the BSc or HND sand with courses.

Fish and reptiles

During redevelopment of the Fish and Reptile Galleries at the British Museum (Natural History) specimens are being displayed in the corridor between the North Hall and the Science Museum.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined science and social sciences at Plymouth Polytechnic. Students can pick two subjects from a range of 50.



Magnus Magnusson, author, broadcaster and editor of the Bouilly Head Archaeology, opened the Children's Book of the Year Exhibition last week. The exhibition, on until August 9, includes competitions, story telling sessions, opportunities to meet favourite authors

Shakespeare's labours lost?

A 10-year moratorium on Shakespeare was suggested by Professor George Steiner last week as an extreme measure to revitalize the debate about the plays. The suggestion, made in this country at present, and especially the examination system, were calculated, he said, to turn students away from reading the plays for pleasure.

Professor Steiner, now professor of comparative literature at Geneva University, said that Shakespeare's language was becoming increasingly inaccessible to a generation "unfamiliar with the Bible and the Classics" and considered how his work had been adapted and sometimes debased by modern culture.

His lecture, "Shakespeare Tomorrow", inaugurated a summer school run by Westfield College and the Central School of Speech and Drama.

Later the same day, Mr. Guy Woolfenden, orated with an impressive collection of Roman and medieval trumpets and horns, described his work as composer and director of music for the Royal Shakespeare Company. During the next four weeks the school will run lectures, seminars and workshops on Shakespeare, dealing with our plays in particular.

The balance of academic scholarship and practical theatre is deliberate, for the summer school heralds the first drama degree from London University. Westfield and Central will collaborate in October next year to provide courses leading to combination degrees.

Unions must decide by 1978

The four single sex teachers' unions have until January 1, 1978, to sort out their affairs so that they can comply with the provisions of the Sex Discrimination Bill. During the committee stage of the Bill in the House of Lords Lord Croomer-Hunt, Minister of State for Education and Science, said the Government accepted there was a case for allowing the four unions—the associations of Headmasters, Headmistresses, Assistant Masters and Assistant Mistresses—time to adjust.

The balance forward would give them a transitional period of two years. The application to those unions of clause 12 of the Sex Discrimination Bill should be deferred until the beginning of 1978.

A Government defeat came during the committee stage on clause 63 (claims under a free copy of "Your Career"), packed with vital facts on a successful career.

Our exclusive methods of Home Study have brought over 240,000 examinations success in many first places. As every course is complete in itself no textbooks are required.

FREE 100-PAGE BOOK Send now for a free copy of "Your Career", packed with vital facts on a successful career.

THE RAPID RESULTS COLLEGE DEP HES TUITION HOUSE LONDON SW19 4NS. Tel. 01-947 7122 24-hour, Roundtable Service—01-945 1103 (Independent only)

Accredited by The Council for the Accreditation of Correspondence Colleges

COURSES

EXPERT HOME TUITION FOR

G.C.E.

and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretarial, Shop, Teachers, etc.)

Our exclusive methods of Home Study have brought over 240,000 examinations success in many first places. As every course is complete in itself no textbooks are required.

FREE 100-PAGE BOOK Send now for a free copy of "Your Career", packed with vital facts on a successful career.

THE RAPID RESULTS COLLEGE DEP HES TUITION HOUSE LONDON SW19 4NS. Tel. 01-947 7122 24-hour, Roundtable Service—01-945 1103 (Independent only)

Accredited by The Council for the Accreditation of Correspondence Colleges

WOLSEY HALL

THE OXFORD CORRESPONDENCE COLLEGE

Wolsey Hall founded in 1894 offers individual instruction by qualified tutors in the comfort of your own home for London University external DEGREES

as well as a wide range of G.C.E. AND

PROFESSIONAL COURSES

Write to the Principal, Miss M. M.B.E., T.D., M.A. at the address below for free prospectus giving details of all courses, and introducing the expert tutorial team at Wolsey Hall who will personally assist your studies.

Accredited by the Council for the Accreditation of Correspondence Colleges

Dept. BDI, Wolsey Hall, Oxford OX2 6PR

Learn a Craft at West Dean College

Since the college opened in 1971, hundreds of people, many complete beginners, have learnt a craft in the pleasant surroundings of West Dean College, set in one of the most beautiful valleys in West Sussex, near Chichester.

The Autumn Programme is now available and offers weekend, five and ten-day courses in 57 different crafts, ranging from flower arrangement to calligraphy.

Write for the Autumn Programme to: The Director, West Dean College, West Dean, Chichester, Sussex. Tel: Singleton 510.

COURSES IN OUTDOOR EDUCATION FOR ADULTS OR CHILDREN

LOCH EIL CENTRE ACHALUIE FORT WILIAM, DUMFRIES-SHIRE. RYA BALLOON SCHOOL, SMILY, MOUNTAIN GARDEN

get connected... to over 600,000 people who read the TES every week. Call our Advertising Department—01-437 1234

The Times Educational Supplement is a MOP. Reader's Digest Survey 1971

ILEA turn off colour TV plans

The Inner London Education Authority's local educational television broadcasts are to continue for at least another three years. But production costs will be cut by a quarter and a recommended move into colour has been put off. Programmes will be reduced from the present 180 a year to between 120 and 140 (300 programmes were produced when the service started in 1968). Economies will also be made through cuts in staff and costs.

The decision to retain the £175,000 a year service is in line with the recommendations of a working party set up to review the service. However, a decision on replacing black-and-white television sets with colour sets will be made by the working party, which has been delayed by the authority. Instead, the ILEA have called for a report on the phased replacement of monochrome sets over the next few years.

The authority have also decided to combine the service with the Media Resource Centre to form a single Media Production Service. This would be housed in one building and would produce integrated multi-media packages. About 40 staff will be found other jobs or made redundant.

Tha working party were set up after criticism of the service and calls to scrap it altogether. Critics argue that viewing figures for many programmes are too low and that there is already an effective service from the IBA and BBC.

At a meeting of the staff and general sub-committee, Sir Ashley Bramall, leader of the ILEA, said the abolition of the service would effect savings before 1980. The Authority will have to make a penalty payment of £380,000 to the Post Office for giving up the cable network. "We will take the cable network, preserve sets with serial sets to receive BBC and IBA programmes, which are at present relayed through the cable network. In addition, redundancy payments would have to be made to staff."

Meanwhile, in an attempt to increase the popularity of the service, Mr. Peter Weiss, director of the TV service and Media Resource Centre, has outlined a new pattern of priorities. From now on, he says, resources will be deployed more strategically and will be geared to meeting known needs.

Greater emphasis will be placed on programmes dealing with language development, remedial help, skills, materials for handicapped, special education and teacher education.

Working mothers need all-day nurseries

Nursery schools, staffed with the help of parents and playgroups should be open from 8 am to 6 pm for three to five-year-olds whose parents are at work, says the National Labour Women's Advisory Committee in a document published this week.

Urgent measures are needed to overcome a shortage of day-care and nursery places. Day nurseries do not have room for priority cases and most provide no nursery education.

The committee, who believe women with children should be able to continue their careers, favour purpose-built nursery centres.

"They want to know when the project to evaluate the seven existing centres opened on February by Dr David Owen, Minister at the Department of Health and Social Security, will be commissioned."

"In the meantime they want a 'crash programme' to extend existing nurseries and establish child care centres in parents' workplaces."

Child Care Facilities. By the National Labour Women's Advisory Committee. Obtainable from the Labour Party, Transport House, Smith Square, London SW1, 1SP.

London poly back on course

The Polytechnic of North London has won back its academic respectability.

The Council for National Academic Awards have decided to approve the polytechnic for degree work for the remaining three years of the present quinquennium. This is subject to the polytechnic submitting new development plans.

Two years ago a CNAA quinquennial visiting party put the polytechnic virtually on probation. Their report strongly criticized the academic arrangements and the physical facilities on the six-campus polytechnic. They warned that unless these were put right, approval of new courses and support for courses already approved would be in "serious jeopardy".

This report precipitated an acute crisis between already warring groups in the polytechnic hierarchy. Shortly after the ILEA decided to take a direct hand in its running.

"Now the CNAA have known their promise—their threat, as many of staff and students saw it—to pay on unprecedented return visit within two years."

In an oblique reference to the heavily publicized student unrest and the consequent sacking of its staff and governors, the visiting party noted that some parts of the polytechnic had "apparently been little affected by the at times discordant atmosphere".

The polytechnic's governors and directorate say they are "relieved but not complacent" at the CNAA's decision. Nevertheless, they have treated the publication of their report as a gala occasion.

Five senior administrators flanked the chairman of the governors, Mr. John Diamond, at a press conference to announce the findings last week.

The controversial director, Terence Miller, was away, and he had played his part and others in the directorate and others in the CNAA.

Mr. Jeff Rosenberg, challenged the view that the polytechnic was well along the road to success. "Nevertheless, it is over, in the two-year probation, as well as the eyes of the ILEA as well as those of the CNAA's advisory committee on the authority in 1973 to oversee the workings of PNL will be last."

Staff may sue I.e.a.s over pupil violence

Teachers who are physically attacked by pupils may now be able to prosecute their local authority under new legislation which came into force this year.

The Health and Safety at Work Act makes employers responsible for protecting their workers, and although it is principally designed to cover machinery, fire precautions and first aid, pupil violence could be considered one of the risks of work for teachers.

Officials of the Health and Safety Executive, a new government body set up to police the Act, say a test case would have to go before the courts to see if the Act could be interpreted in this way. It may be that a local authority, in insisting that a known troublemaker went to school, could be found guilty of endangering the safety or health of a teacher.

Nearly every local authority is in technical breach of the Act anyway for not supplying their employees with a written statement of their safety policy. For schools, the statement has to cover gym equipment, laboratories and workshops as well as fire precautions and maintenance rules for the building. Pupils, teachers and non-teaching staff all have to be included in the statement.

This failure means that many authorities and schools could be charged with a criminal offence carrying a penalty of two years' imprisonment and an unlimited fine.

Assistants win

Foreign assistant teachers in Liverpool have won their battle for threshold pay rises. Liverpool Education Committee decided last week to give the 40 assistants £83.52 on top of their salaries of £14.53 a week.

The Department of Education said this week that, from September, foreign assistants will get £1,234 a year.

1975/76



Lesson from quasar 3C279

Evidence that Einstein's General Theory of Relativity, perhaps best described as his theory of gravitation, is true, continues to pile up. The latest development comes from a group of Dutch radioastronomers, working with the large radio telescope at Westerbork in the Netherlands. They have now published in *Physical Review Letters*, July 21, the results of their measurement nearly 20 years ago of the bending of radio waves by the sun's gravitational field.

What they did was to make accurate measurements of the position in the sky of a quasar, known as 3C279 because it is included in the third Cambridge catalogue of powerful radio sources. The result turns out to agree with Einstein's prediction of how the position of this source should appear to change as it passes near the limb of the sun.

There are two things to be said about this latest measurement. First, it adds to the arguments accumulated in the past few months that the correction to Einstein's theory of gravitation advocated in recent years by Professor Robert Dicke, of Princeton University, is unlikely to be necessary. Dicke, it will be recalled, is the man who has argued by means of measurements that the speed of light is faster than would be expected, and that that fact in itself should account for at least a part of the variation of speed of the planet Mercury in its orbit.

Astronomers have more recently protested that Dicke's interpretation of his measurements is incorrect. The difficulty is to know what constitutes the edge of the sun. There now seems to be a tendency for bright patches to be concentrated around the sun's equator. For what it is worth, the new measurement of

the bending of radio waves by the sun agrees as well as could be expected with Einstein's prediction but is more significantly different from Dicke's.

The second reason why the new measurement is important is that it demonstrates the accuracy now being attained by radioastronomers. Almost without anybody noticing, they have equipped themselves with radio receiving aerials which are able to pin down the positions of radio sources in the sky more accurately than even the enthusiasts had hoped a few years ago. Everything turns on how they can combine radio signals received by different radio receivers. The result, however, is that they are as a matter of course able to measure distant objects no bigger than a fraction of a second of an arc in diameter. It will be a long time before optical astronomy can hold a candle to that.

After the ballyhoo . . .

The great fuss in the past few weeks about the meeting of Russian and American astronauts in space has kept us all amused, or at least entertained. But those who claim that it was a great triumph for what is called détente will, I fear, look in vain for signs of benefits therefrom at the forthcoming East-West summit meeting to sign the largely empty declaration, which is the product of three years' negotiation in the European Security Conference. More to the point, Soyuz and all that has obscured other questions about the space programmes of the two super-powers.

The American space budget amounts to \$3,500m a year in round numbers, less than two-thirds of

Meeting in space—but what next? See "After the ballyhoo . . ."

Science diary by John Maddox

what it was at its peak. More than a third of this is being spent on the development of the space shuttle, a scheme for sending reusable space rockets on journeys to manned, or at least mannable, space stations in orbit around the earth. There are also schemes for sending a pair of rockets towards Mars in the next few weeks—the first is due to be launched on August 11—and for the exploration of the more distant planets, as well as for the more routine exploitation of earth resources: satellites and the like. All this is at a time when the funds available for scientific research have stabilized and actually fallen in real terms by several per cent.

Nobody pretends that nothing has been accomplished in the past 15 years. On the contrary, the period has seen the development of telecommunications satellites, journeys to the planets with or without people and the observations of more distant parts of the galaxies and beyond from satellites, such as the *Venera* satellite, which is said to have done more X-ray astronomy in its first weeks than had been done in the whole of the previous decade.

Where basic science is concerned, and principally the exploration of the planets, the scientists concerned could probably make much better use of \$1,000m a year than at

present, although there is a strong case for not bringing this part of the American space programme entirely to a halt.

The space shuttle is a more contentious issue. Even the National Aeronautics and Space Administration appear to be perplexed to know how they will make full use of the lifting capacity they will have at their disposal in the 1980s. One of the objectives appears to be to squeeze greater benefits from such things as the remote surveillance of the surface of the earth. So it is salutary to note that a committee of the United States National Research Council, part of the United States National Academy of Sciences, have now complained that in the planning of these ventures the American authorities have done far too little to find out how the potential uses of their new technology might make use of innovations in space technology.

Bombs for everyone?

The annual meeting of the American Institute of Physics in Washington a few weeks ago produced some startling evidence of the potential usefulness of lasers in nuclear energy. Two separate groups of scientists, from the Lawrence Livermore Laboratory where they design nuclear weapons, announced two separate developments of great significance.

First, it seems there is now tangible evidence that lasers can be made to induce thermonuclear reactions in tiny pellets of fusible material on a sufficient scale to suggest that this may be an economic route to thermonuclear power. Needless to say, the idea is not new.

For the past five years, several laboratories have been pointing a symmetrical array of laser beams at a tiny amount of deuterium, loaded in some occasions with tritium. As with the earlier attempts to win thermonuclear power from mixtures of the various hydrogen isotopes confined in magnetic fields, when it came to putting experimental flesh on the theoretical bones, it turned out that a pellet of hydrogen compressed in high density by a laser becomes unstable.

The novelty, reported in Washington by Dr John Holze, is that in spite of these instabilities, it is possible to make things work in such a way that as many as 10 million atomic nuclei fuse within a central pellet.

The second development is potentially more sinister. For several years there has been talk of using lasers to separate the different isotopes of some element from each other. In the past few months the people at the Los Alamos Laboratory in the United States, like others elsewhere, have been able to separate the isotopes of sulphur in this way. As a group at Livermore have reported a modest step towards the big prize in this field—the separation of the isotopes of uranium.

According to the Washington account, as long ago as 1971 a laser pulse produced a thousandfold increase in a grain of three per cent enriched uranium (containing more than four times the naturally occurring proportion of uranium-235) in a two-hour run with a laser separator. Two inferences seem to me to follow. First, that particular method does work, well enough—if it did, the Americans would not be trying to do a manufacturing technique. But second, there is enough mileage in the laser route to enriched uranium to excite the nuclear power engineers and to depress those who fear that it won't be long before more or less anybody can make his own nuclear explosives.

Brazil

Young dropouts, old problems



Brazilian school children holding hands—but how many of them will finish their courses?

by Fay Haussman

Brazilian educators today can be divided into two groups: the long-range optimists, and the outright sceptics. The optimists say that the education reforms of 1971 will need more time to make their benefits felt, but that the "miraculation" of schooling for children between seven and 14 will come in a few years.

The sceptics claim that without massive federal funds and strict controls, state and municipal education systems will merely continue the traditional floundering which today still leaves four million school-age children without formal education. How can one reform school which doesn't exist?

Both camps usually adduce Brazil's so-called "educational pyramid" to prove their point. Such a pyramid has as its base an initial cohort of 1,000 children entering the first grade of the first-level school, and shows their progression through 11 years up to graduation from the second-level school.

The pyramid shows a progressive thinning out of student numbers. For example, of 1,000 children entering the first grade in 1952, only 30 graduated in 1962, and of those only 13 were admitted to higher education in 1963. All the others either had to repeat at least one year or dropped out of school altogether—most of them after only the first grade.

The optimists say that recently the top of the pyramid has been widening: between 1963 and 1973 the ratio of university admissions expanded from 13 to 63. But the sceptics say the rate of improvement in the lower grades has been too slow: 172 of the original cohort of 1,000 children finished the fourth grade in 1955, and only 229 in 1965.

Of course, they do concede that this was before the 1971 reforms which modernized curricula and abolished most of the rigid and unrealistic standards for promotion at

the end of the year. But it has only just started to be implemented.

The problem is analysed in an official study published by the Ministry of Education in January, 1974, two months before Senator Ney Braga became Brazil's education minister. The report says that by 1973, over 19 million students between 15 and 19 were still in the first eight grades, and over three million between 12 and 14 were still in the first four grades. This was due to the large numbers of late entrants and repeaters.

State governments have made their own surveys. Failures and drop-out rates—once seen in terms of school failures—are now being seen as the result of social problems.

A study in Minas Gerais found that one of the main causes of failures and drop-outs was poverty. In Bahia, the fall in drop-out rates from 81 per cent five years ago to 48 per cent today was attributed solely to a stepped-up distribution of school lunches. (Today 11.5 million Brazilian first-level children receive school lunches, and by 1979 all children should receive them.)

Another study in Guanabara shows the appalling difference between urban and rural education. In the city-state of Rio de Janeiro, was merged with the state of Rio de Janeiro in March this year. In 1974, before the merger, 70 per cent of schoolchildren were promoted from the first to second grade, and 91 per cent were promoted between second and eighth grade. The drop-out rate in the first-level schools was only 2 per cent.

Now Guanabara has inherited the educational problems of the surrounding underdeveloped country: 60 per cent drop out after first grade, and half a million children between seven and 14 are outside the education system.

Most educators blame inadequate or badly distributed federal funds. Deputy Flexa Ribeiro, the president of the Congressional Education Commission, recently pointed out that the ministry's funds have been growing each year, but the proportion of funds earmarked for basic education went down.

There is no question that the 1971 education reform, which replaced the four-year primary school with an eight-year system of compulsory

first-level schooling, means a doubling of state and municipal expenditure. But the ministry argues that the main share of these expenses must come from the states and townships.

Local spending, however, has remained meagre. Figures compiled by the ministry showed that in 1973, at least six states spent less than 10 per cent of their budgets on education, and that only a small part of this went to first-level schooling.

The implementation of the 1971 education reform has run up against two other hurdles. First of all, it was preceded by university reforms in 1968 which caused much of the ablest proportionate growth of Brazilian higher education.

Second, the delay in implementing the reform is due to its curriculum, in particular, adding vocational training courses in grades five to eight, and professional training in grades nine to 11. This is clearly aimed at deflecting as many youngsters as possible from a university career by enabling them to enter the Brazilian labour market at the end of the second-level school.

The problem remains of how to get a Brazilian second-level-school graduate to be satisfied with a career such as "general mechanics". In Paraná, for example, one of the more developed states, nearly 100 per cent of all second-level-school graduates applied for university admissions this year.

Even so, recent statistics show that the broadening at the top of Brazil's educational pyramid is slowing down to realistic proportions, mainly as a reaction to simple market forces.

The number of first-year places this year was 365,000, an increase of 27,500 over 1974. But in 1974, 76,498 of all first-year places remained unfilled—about 70,000 in São Paulo. The spare places in the private faculties, places where many have now been forced to close. The demand remains high, at the established universities, both public and private, whose growth is not always the quality of their instruction—has remained under control.

One of the first teachers to apply for food stamps, Hjal Blaisdell of California, had a salary of \$8,364 and one child. He had no trouble proving eligibility.

Because of the publicity created by his case, the Agriculture Department's regional office in Chicago checked his financial situation. It was a highly unusual procedure, but it confirmed his right to have the stamps.

Mr Blaisdell received obscene, threatening and critical phone calls. He said they suggested that he must be "a lousy teacher in do something like this."

The number of teachers buying food stamps has grown steadily over the past six months, but many more may be eligible. The average teacher's salary is \$11,513. According to the Labour Department, the typical teacher's family of four needs \$14,301 a year to maintain a moderate standard of living.

The National Education Association, the largest teachers' union, has urged teachers to apply for stamps, to call attention to the low level of teachers' salaries.

Europe

Report calls for more and better EEC schools

A report by a European Parliament committee into the state of the EEC's "European schools," has called for a wide set of reforms. These include new governing structures, more schools, and a wider admission policy, curricular reforms, and the setting up of a European Educational Institute.

The six European schools are at Luxembourg, Karlsruhe in Germany, Mol and Brussels in Belgium, Bergen in Holland, and Varese in Italy. They were founded over 18 years ago to provide free education for the children of EEC officials, and now have 700 teachers and 10,000 pupils.

More recently their problems, such as overcrowding and understaffing, have become more obvious. Last year the difficulties were highlighted when some of the children at the Belgian school went out on strike. This year, a number of children had to organize their own classes because there was no teacher for them.

Now the Parliament's committee on cultural affairs and youth has written its report, which has recently been submitted to the European Parliament.

The report notes that a large number of applications, mainly from the children of migrant workers, had to be turned down and the schools have rapidly become a closed system. It recommends starting more schools.

It also recommends increased pre-school provision, and that the starting age should be three in order to break down the different language and ability gaps.

Teachers should have nine-year contracts, with the option of another three years. The report notes that, at the moment, teachers are seconded by their home governments and liable to be recalled by them regardless of the staffing levels at the schools.

A European Educational Institute should be set up to collect statistics, assess educational developments, and guiding reform. The Institute would be responsible for the education and training of teachers at the European schools. Classes should be based on attainment rather than age, and more shorter, less academic courses should be introduced. Careers information must be introduced, and the curriculum developed.

The report also calls for the introduction of social studies, but notes that so far the subject has not been introduced because European governments have refused to agree on the content of possible courses.

Teachers, parents and pupils should have the opportunity to participate in the decision-making process, and the individual schools should be given greater powers.

On the key issue of who controls the schools, the report suggests that they should come under the control of the Commission. At the moment they are controlled by a Board of Governors, with one governing recommended by the government of each country.

The report concludes: "Your committee is of the opinion that the European schools still represent too much of a closed world in Europe."

United States

Poor teachers get their food stamps

from Frances Hill

Many teachers in different parts of the country have begun buying food stamps—federal government coupons which can be exchanged in shops for food costing a greater amount than the cost of the stamps themselves.

The trend has caused a stir since the stamps are normally used by people living on welfare benefits, by the unemployed, or by those in traditionally-recognized low paid jobs.

Government officials have been disturbed to find that teachers have been able to prove eligibility, and some people have attacked the teachers on moral grounds for taking advantage of the programme.

Eligibility for the stamps is calculated according to the amount of a family's income which is available for food. Fixed expenses, such as mortgage payments or rent, real estate taxes and medical and utility bills, are deducted from the income, and the number of dependants taken into account. Families with assets of 1,500 dollars or more are not eligible.

One of the first teachers to apply for food stamps, Hjal Blaisdell of California, had a salary of \$8,364 and one child. He had no trouble proving eligibility.

Because of the publicity created by his case, the Agriculture Department's regional office in Chicago checked his financial situation. It was a highly unusual procedure, but it confirmed his right to have the stamps.

Mr Blaisdell received obscene, threatening and critical phone calls. He said they suggested that he must be "a lousy teacher in do something like this."

The number of teachers buying food stamps has grown steadily over the past six months, but many more may be eligible. The average teacher's salary is \$11,513. According to the Labour Department, the typical teacher's family of four needs \$14,301 a year to maintain a moderate standard of living.

The National Education Association, the largest teachers' union, has urged teachers to apply for stamps, to call attention to the low level of teachers' salaries.

Australia

One in ten use marijuana

SYDNEY

A report recently issued says that 11,000 high school pupils in New South Wales regularly use marijuana. This represents 11.4 per cent of the 123,000 senior high school students in the state.

It also suggests that between 1,400 and 2,400 students are regular users of opiates.

The report, *Drug Offences 1974*, was compiled by the state bureau of crime statistics and research, Dr Tony Watson, the director, emphasised that the report referred only to students who are continual users.

The report indicates that drug abuse is on the increase. In 1974 there was a total of 2,174 convictions, an increase of over 60 per cent from 1973. Between 1972 and 1973 the increase was over 27 per cent.

The report showed that over 94 per cent of offenders were under 30, and nine out of ten were men. But women accounted for more than one in four of those convicted of smuggling drugs.

The research, which used questionnaires, was by Dr D. S. Bell and Dr A. J. E. Rowe, of the Allen Clinic in Sydney, and Mr R. A. Champion, NSW health commission research officer.

TRAVEL

AUSTRALIA/NEW ZEALAND.

- All routes booked by air—some with overnight stop.
- By sea with your car accompanying you.
- Excursions and furniture packed, shipped and insured.
- Ask for quote and details.

LEWIS & PARTNERS LTD.,

Shipping & Travel Agents, (Established 1911),

Cree House, Creechuch Lane, Leadenhall Street, London EC3A 6BL.

Phone (01) 283 6454 And at main UK ports.

Sport

'Outstanding at 12'

Forty-eight young swimmers from England and Wales are competing in an international event in Holland this weekend.

The event, being held at Hengelo, will also be attended by swimmers from West Germany and Holland. The swimmers were all born in or later than 1962.

Among the British party is Diane Cox, the Coventry schoolgirl, who won four titles at the 1974 British Junior Championship at Leeds.

Diane, a pupil of Stok's Park Grammar School and a member of the highly successful City of Coventry Swimming Club, then captured the 100m butterfly, 300m backstroke, the 100m freestyle and the 200m individual medley races. But this weekend she is only taking part in the 100 and 200 metres butterfly races.

She goes to Holland with high hopes of winning these titles, having worked tremendously hard over the past fortnight.

Her routine at Coventry Baths has consisted of swimming a total of 11 miles a day. She trained from 5.30 am to 7.30 am and again for two hours in the afternoon five days a week, plus two hours on Sunday.

Diane's dedication brought this tribute from her mentor, Hamilton Bland, chief coach at the club: "She has averaged 58 miles a week and

this probably is more than any 12-year-old swimmer anywhere has ever done."

Mr Bland, aged 32, a former mathematics and PE master at Rugby School and a coach to the British Olympic teams of Mexico and Munich, added: "She is the outstanding 12-year-old swimmer in Great Britain today."

Another of Mr Bland's charges, Kim Wilkinson, leaves for Geneva on Tuesday, August 5, to take part in the European Youth Swimming Championship—the biggest youth tournament of its kind in the world.

Kim, a pupil of the Nicholas Chamberlaine Comprehensive, Bedworth, near Coventry, narrowly missed selection for the British swimming squad that took part in the world championship at Cali, Colombia.

She is regarded as the most promising young backstroke in the country. Her immediate aim, apart from doing well in the European event, is to win the 200m backstroke race at the British championship later this month.

City of Coventry Swimming Club are the reigning British age group (17 and under) champions. Another of their members is David Parker, who attends Bishlake School, Coventry, and is the captain of the Great Britain youth team. He also took part in the world championship at Cali.



Champions in the swim

Forty boys and a similar number of adults, including Henry Cooper and Joe Bugner, the past and present heavyweight champions, will be setting out on a cross-Channel swim tomorrow as part of a drive to raise £100,000.

The boys are in the team chosen by the National Association of Boys' Clubs and will be captained by Joe Bugner. Henry Cooper will lead the team of adults, all members of the National Association of Round Tables.

The proceeds will be shared by the NABC, the Round Table and SPARKS, a children's organization to help research into crippling diseases.

Each swimmer will do a stint of approximately 20 minutes in the water on the way from Cap Gris Nez to Folkestone. The two boaters will do the final legs.

The whole operation is expected to take between 10 and 12 hours. First into the water to France, representing the Round Table will be Tony Webb of Nottingham, a descendant of the Channel swim pioneer Captain Webb.

Youngest of the boys taking part will be Ian Williams, 13, from Bodmin, Cornwall, and S. M. Hathway, 14, from Bristol. The older boys are 18, which is the age of the younger Round Table swimmers.



Dr H. Pitt, vice-chancellor of Reading University, has been appointed chairman of the Universities Central Council on Admissions, in succession to Dr G. Tompkins, vice-chancellor of University of Kent at Canterbury.

Dr S. H. U. Bowie, chief geoscientist of the Institute of Geological Sciences, is to be president of the Institution of Mining and Metallurgy in succession to Professor F. D. Richardson.

Professor Malcolm Skidbeck, director of Education Centre, New University of Ulster, has been appointed the first director of the Australian Curriculum Development Centre in Canberra.

Miss Sara Selwood, a student at Newcastle University, has been awarded the Baird Travelling Scholarship for 1975 to study ancient art styles in Greece, Crete and Italy.

Mc Gordon L. Smith, who retired in February after 17 years as director of the National Deaf Children's Society, has been appointed first secretary of the Panel of Four. This represents the principal national organizations for the hearing impaired—the British Association of the Hard of Hearing, the British Deaf Association, the National Deaf Society and the Royal National Institute for the Deaf.

People

Democrat is new union president

John E. Rvor, a mathematics teacher, has been elected president of the National Education Association, the largest teachers' union in the United States. He is former president on the Michigan Education Association, a local chapter of the Association, and an active Democrat. His election comes at a time when the NEA is turning more to political action in its attempt to improve teachers' pay and conditions.

The motivations, aspirations and educational standards of young people are to be looked at by a new scientific council being set up to coordinate research into the problems of youth in Russia.

Reviewing recent findings in this area, the journal *Sovietology* says that 1953 and 1971 about 2,000 papers dealing with the social and political conditions of young people have been published. Since the last war, 2,500 doctorate theses on the problems of Soviet youth have been written.

Council will study young people

The motivations, aspirations and educational standards of young people are to be looked at by a new scientific council being set up to coordinate research into the problems of youth in Russia.

Reviewing recent findings in this area, the journal *Sovietology* says that 1953 and 1971 about 2,000 papers dealing with the social and political conditions of young people have been published. Since the last war, 2,500 doctorate theses on the problems of Soviet youth have been written.

Soviet Union

Council will study young people

The motivations, aspirations and educational standards of young people are to be looked at by a new scientific council being set up to coordinate research into the problems of youth in Russia.

Reviewing recent findings in this area, the journal *Sovietology* says that 1953 and 1971 about 2,000 papers dealing with the social and political conditions of young people have been published. Since the last war, 2,500 doctorate theses on the problems of Soviet youth have been written.

United States

Democrat is new union president

John E. Rvor, a mathematics teacher, has been elected president of the National Education Association, the largest teachers' union in the United States. He is former president on the Michigan Education Association, a local chapter of the Association, and an active Democrat. His election comes at a time when the NEA is turning more to political action in its attempt to improve teachers' pay and conditions.

The motivations, aspirations and educational standards of young people are to be looked at by a new scientific council being set up to coordinate research into the problems of youth in Russia.

Functional competence, and an ability to plan a course of action leading to a desired result. The brain scientist would mention an ability to plan a suitable personal environment, consumer education and satisfying personal relationships.

If these aims are accepted it can be seen that they are all of the essence of good design practice. It is difficult to see how any objective thinker can claim that the development of design educating manages any of these limitations; in fact it must, and does well, enhance them.

What if does do is to demonstrate the validity of the claim that these are the aims of practical teachers. In doing so, it places them at the centre of an up-to-date education. Instead of therapy for the less able academically, nor a filler for the over-burdened academic, the practical subjects can provide a "re-focus" which brings together academic and less able, science and arts oriented pupils. This is not an over-optimistic dream, but something that has actually happened, in a number of schools where equipment, heads, teachers and staff ability have combined to make it a practical possibility.

Bernard Aylward is chairman of the National Association for Design Education.

All in the rolls

Bernard Jennings highlights the value of the Manor of Wakefield Court Rolls to students and teachers of economic and social history

In 1286 two brothers came to the court of the Manor of Wakefield and both claimed the same inheritance:

"John says Robert ought not to be heir, because he was born before marriage solemnized at the church porch, but after the plighting of troth privately between them their parents. Robert, the elder brother, says it is the custom on the lord's side to these parts for the elder brother, born after troth-plight, to be heir, and he therefore prays to be admitted as heir."

After a special investigation of both the facts and the custom, the court found in favour of Robert. In a peasant society children were needed to help on the land and later to support their parents when they became too old or infirm to work. It was convenient, therefore, to have what was to effect a trial marriage to make sure that the wife could bear children.

The manor of Wakefield was one of the most extensive of Yorkshire's great lordships, occupying several hundred square miles of the West Riding. In the Middle Ages it was held by the Crown or by a noble, and the lord's court was the centre of the manor's life.

The court was a place where the lord's justice was done, and it was also a place where the lord's revenue was collected. The court rolls, which are the records of the court's proceedings, are a valuable source of information for the study of the manor's history.

The principal business of the manor was carried on through its courts, which exercised jurisdiction in both criminal and civil cases. The courts were held by the lord or his representative, and the lord's justice was done in the court.

The principal courts of the manor were the court baron, the court leet, and the court of the hundred. The court baron was the highest court of the manor, and it was held by the lord or his representative. The court leet was a lower court, and it was held by the lord's representative. The court of the hundred was a court of appeal, and it was held by the lord's representative.

The value of the court rolls to the teacher is that they provide a detailed account of the manor's history. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

The court rolls are a valuable source of information for the study of the manor's history. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

The court rolls are a valuable source of information for the study of the manor's history. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

Wakefield, 1333. Thomas, son of Richard Clerk of Wakefield, to be summoned to answer the lord for impleading the lord's tenants in the king's court; the lord's land is to be seized into the lord's hand."

These cases point to three of the attributes of bondage or villeinage in the manor. Bondmen were forbidden to leave the manor without permission, to hold free land (although free men could hold land without losing status) and to sue their fellow tenants in the lord's courts.

Another characteristic of bondage was *merchet*, the payment exacted by the lord on the marriage of a girl of villein birth. In the manor of Wakefield, the rate varied from 6d (21p) to 6s 8d (13s), presumably according to the economic circumstances of the families concerned rather than to the personal endowments of the bride. The fine for the loss of chastity by a bondswoman was called *techer-wit*. In the following extract the suggestion that licences to *relich* could be obtained through the usual channels is quite clear.

"Stanley, near Wakefield, 1275. The jury say that Christiana, daughter of Richard at Kirk was ravished without licence. Therefore let her be married to the lord's son."

The court rolls contain a great deal of information about the manor's life. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

The court rolls are a valuable source of information for the study of the manor's history. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

The court rolls are a valuable source of information for the study of the manor's history. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

The court rolls are a valuable source of information for the study of the manor's history. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

The court rolls are a valuable source of information for the study of the manor's history. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

The court rolls are a valuable source of information for the study of the manor's history. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

The court rolls are a valuable source of information for the study of the manor's history. They show the lord's revenue, the court's proceedings, and the manor's life in the Middle Ages.

pure, say, the extent and character of villenage in West Yorkshire with those of other parts of the country.

As an illustration of the value of the Wakefield court rolls in the study of economic and social history, the remainder of this article is devoted to a summary of the knowledge gained from the rolls by a group of adult students in a tutorial class in Hildon Bridge, who have spent the past few years writing the history of the westernmost section of the manor, the upper Calder Valley.

The stretch of the Calder Valley between Halifax and Todmorden consists of a deep gorge overlooked by gently sloping terraces at a height of 700-1,000 feet, from which the land rises to the high moorland plateau. At present the valley floor is occupied by a string of small industrial towns, while on the terraces 300 to 500 feet above are several outposts of villages and hamlets containing many fine examples of seventeenth-century yeoman's houses.

Most of the terrace development is found on the north (therefore southward-facing)

slope of the main valley, which is not surprising. A favourable aspect is important for farming at heights approaching 1,000 feet is an area with a cool and wet climate.

A study of the early court rolls reveals the following picture. The bleak south side of the valley was used mainly as a hunting ground by the lords of Wakefield, who simultaneously exploited it economically through a series of *vaccaries* (cattle stations) and pastures. Part of this land was emplaced about 1330 to form Brippeyden Park.

There was very little settlement in the narrow valley bottom, which was probably marshy, and which was an obstacle to movement rather than, as it became in the eighteenth century, a channel of communication. Peasant settlement was concentrated on the terraces, mainly on the north side of the valley. Despite the difficulties of steep and elevated land, the farmers were not pastured specialists but practised mixed farming, with oats as the principal arable crop.

Much of the arable land lay in open fields, although with a different organization than



These seventeenth-century houses forming the hamlet of Sallomastall in the Calder Valley were built on an early medieval site.

the classic open-field system of the lowlands. Most of the tenants were bondmen, but, as there were no labour services, the economic exploitation often associated with bondage in the thirteenth century was absent.

From about the middle of the thirteenth century, by which time all the land on the southward-facing terraces had been taken up, the people began to colonize the sides of the main valley. The precipitous slopes were left untouched (as they are to this day) but the westerly slopes were cleared, enclosed and brought into cultivation. New farms were built, many of them bearing the characteristic local name for clearing, *rope*.

By about 1300 the colonization had extended in places to the valley floor. In the townships for which the court rolls give details of new clearances, the area of land occupied as arable, meadow or enclosed pasture doubled between c. 1250 and 1349, most of the increase coming in the early fourteenth century. The advance of cultivation was halted, and even reversed, by periodic outbreaks of pestilence, notably the Black Death.

The clearance of new land was resumed but on a very modest scale until about 1480, when a new wave of extensive colonization began. Most of the land now taken in lay on the hillsides above the old terrace settlements. Brippeyden Park, which had been broken up and let off to tenants in 1449-51, had more than 60 families living within it a hundred years later.

Land values rose, as indicated both by the entry fines charged for the right to take in new land and by the rents which the customary tenants (as the descendants of the bondmen were now known) could obtain by subletting. At the same time a rapid expansion of the woollen textile industry occurred. By 1550 there were about 20 fulling mills in a 12-mile stretch of the Calder Valley. Before the end of the sixteenth century, a dual economy had emerged, with many people equally involved in farming and in textiles.

This development lifted the low economic ceiling (imposed by a bleak environment) which had previously made life so precarious, allowed the population to grow considerably and led to the emergence of a prosperous class of yeoman-clothiers.

The government of James I, looking hungrily around the crown manors for sources of extra revenue, could not fail to notice that a substantial proportion of the land held by copyholders (customary tenants) in the manor of Wakefield was sublet for many times the 4d or 6d an acre which had been the annual rents since the fourteenth century. The copyholders, with few exceptions, were persuaded to "compound", by paying (normally) a sum equal to 35 years' rent, for the right to have their rents and entry fines pegged in perpetuity at their medieval levels.

The Tudor and Stuart court rolls are interesting because they show the social administration of the manor courts still fully operative. A wide range of offences—polluting watercourses, selling bad meat, making an affray, keeping "one le Bowlinge Ditch", keeping a bawdy house—was still punished in the manor courts. The Tudor legislation which had placed the responsibility for local government on the parish (in West Yorkshire, the township) was for a long time ignored in the upper Calder valley.

Instead of using compulsory "statute labour" to repair the roads, as laid down in the Highways Act of 1555, the erect kept to the older manorial system of making the occupiers of land adjoining a particular stretch of road responsible for its maintenance, until about 1700.

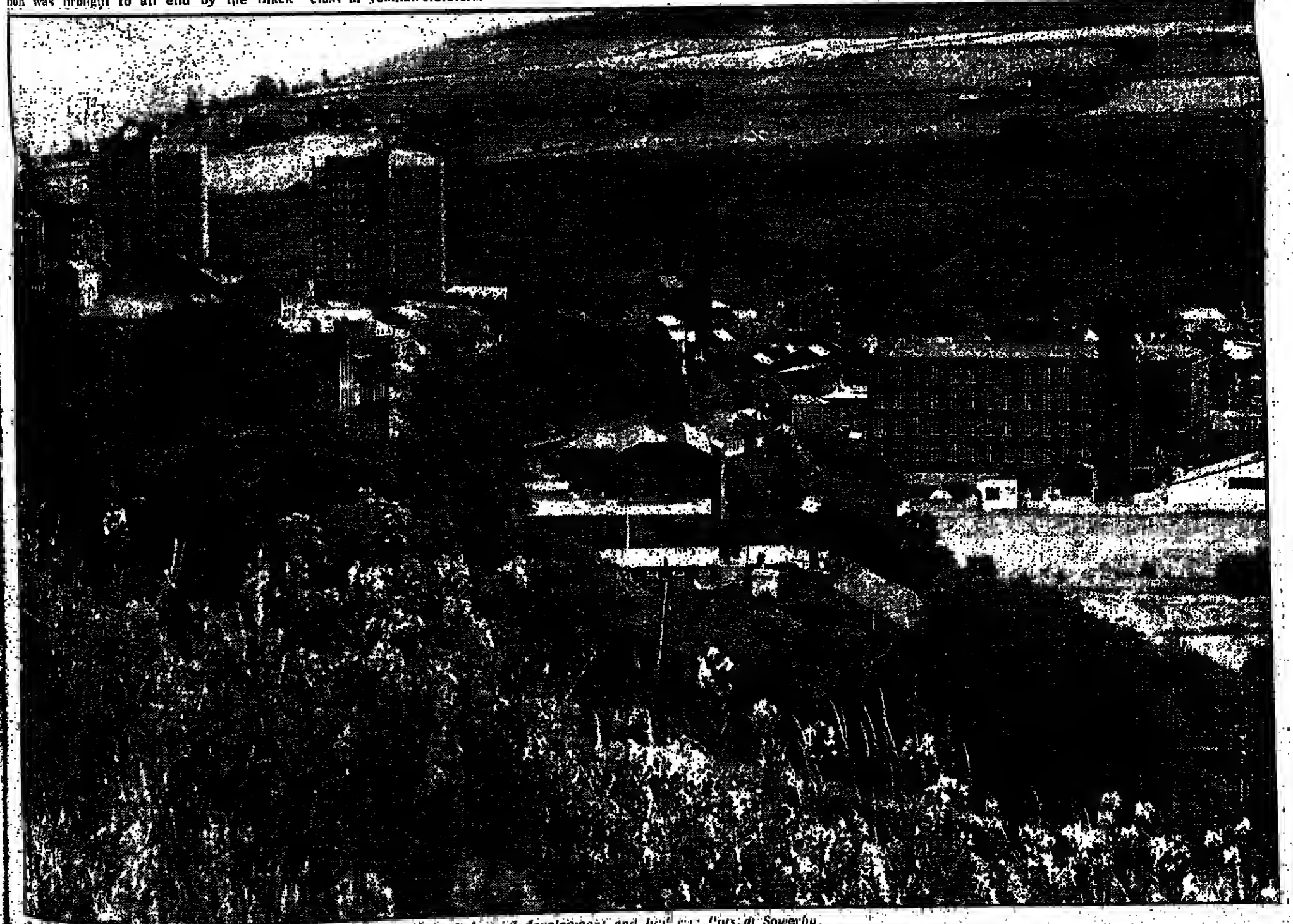
The later court rolls deal primarily with transfers of copyhold property, but these are

not without interest. The development of the factory system can be traced through the sale, mortgaging or subletting of such property as "one cotton mill in Rippinden Wood lately built" and "a mill lately erected, as the same is now used as a worsted mill together with the . . . goats and water courses, mill gear, machinery. . . . These entries record the movement of industry and population down into the valley bottom from the old terrace settlements, which have in consequence been left largely unpopulated."

Five volumes of court rolls are already in print: volumes 29, 36, 57, 79 and 109 of the Yorkshire Archaeological Society's Record Series. They include all the surviving rolls (except for three which were overlooked) for the years 1274-1331. From 1331, the unpublished rolls are complete, but for occasional gaps, down to the record of the last court meeting held in 1925. The YAS have now formed a new printing section to deal exclusively with the Wakefield court rolls. The work will take about 120 years.

Because there is matter of great interest at all periods, we propose to print short runs of rolls from different centuries, rather than keep to a chronological plan which would frustrate those interested in modern history. Readers who would like further details of the project should write to the Yorkshire Archaeological Society, Clarendon, Clarendon Road, Leeds 2.

Bernard Jennings is professor of adult education at Hull University.



Industrial development and housing first at Sowerby Bridge in the Calder Valley.

16 Books/Industry/Young Reading

ON TAP BUT NOT ON TOP

Andrew Robertson

Social Change at Work: The ICI Weekly Staff Agreement. By Joe Roebor. Duckworth £8.50. 0 7156 0867 3.

As long as the human problems of industry are looked upon, to quote Mr Roebor, as "a soft low-status area traditionally occupied by ex-officers and other marginal men"—soft, that is, compared to finance, technology and commerce—we shall continue to neglect the study of them and they will remain apparently insoluble. It is perhaps a bit hard on the personnel function to label its expertise soft, but we know what Mr Roebor, himself a scientist, means. The directors and senior managers in British industry have hired off the worries of "man management" to a group of experts who in the past phrase must be "on tap but not on top".

In his study of the policies devised by Imperial Chemical Industries to improve labour relations with their 132,000 workers, he records that Central Personnel Department was until recently the group's negotiating force with the trade unions, taking the burden of the shoulders of divisional management. To that extent CPD played a key and not a marginal part in the life of ICI.

But the life of this complex group is not determined wholly by its management but, as with every business, changes in home and world economic conditions, the rise and decline of customer industries (coal mining for explosives from Nobel Division, for example, and textiles for Dyestuffs, with Fibres prospering with the growth in man-made yarns such as nylon and Terylene) and technical change. The last has tended to make many operations in process industries capital intensive and to require fewer craft workers and more process control and maintenance staffs. The ICI management had begun to think progressively to absorb and apply some of the lessons of social science.

Roebor says, "In the end the new theories came to dominate a programme which started out from quite different premises, because they worked". The two trains of thought ran parallel, the impact of social science coming simultaneously with the decision to try out the practicability of installing a "non-fluctuating" salary type of payment for certain payroll employees. In the words of the terms laid down for the Wages Structure Panel set up in 1964, "There was also the example of the Fawley productivity agreements of Esso (detailed in the book by the late Alan Flanders, which in many ways akin to this study), and ICI managers paid visits to

Under the chairmanship of Sir Alexander (later Lord) Fleck, the company began to consider the possibility of changing its grading and

payments system for staff and workers by establishing a "hourly-paid" and salaried employees. This distinction is obviously both old-fashioned and class based. The staff or white-collar employee had privileges, such as sick pay, office hours and pensions which were not available to the wage earner, whether a general or a craft worker. Also, the payments systems had evolved into a dual system, one for general workers based on work study job assessments and another somewhat less complicated (because they would not accept work study assessment) for craftsmen.

The ICI divisional management began to find that they could not adequately reward a valuable control room operative, whose work was essentially sedentary, responsible and mental, because the old job assessments were not weighted sufficiently in favour of mental work. The demands of new technology had rendered many company payment schemes obsolete. On top of this realization came the company's "discovery" of the relevance of behavioural science theories, particularly those of three Americans, Abraham Maslow, Frederick Herzberg and Douglas McGregor.

The first propounded a "hierarchy of needs", pointing out the importance of non-material satisfactions in an affluent society. The second demonstrated that material rewards were necessary but not sufficient for motivating people at work. The third produced his famous duality of Theory X and Theory Y, the former being the traditional view of the worker as congenitally lazy and irresponsible, while the latter holds that people want to work, want responsibility and will release far more energy at work if treated with understanding rather than suspicion. In short, the ICI management had begun to think progressively to absorb and apply some of the lessons of social science.

Roebor says, "In the end the new theories came to dominate a programme which started out from quite different premises, because they worked". The two trains of thought ran parallel, the impact of social science coming simultaneously with the decision to try out the practicability of installing a "non-fluctuating" salary type of payment for certain payroll employees. In the words of the terms laid down for the Wages Structure Panel set up in 1964, "There was also the example of the Fawley productivity agreements of Esso (detailed in the book by the late Alan Flanders, which in many ways akin to this study), and ICI managers paid visits to

Under the chairmanship of Sir Alexander (later Lord) Fleck, the company began to consider the possibility of changing its grading and

THE WORKER'S INFLUENCE

Jim Mortimer

The Activist's Handbook. By Bob Houlton. 09 910130 0.

Statistics for Bargainers. By Karl Hedderwick. 09 910190 4.

Calculating. By Joyce and Bill Hutton. 09 910180 7.

The Organised Worker. By Tony Topham. 09 910200 5.

Industrial Studies 1: The Key Skills. Edited by Ed Coker and Geoffrey Stittard. £2.75. 09 911210 8.

When the new Employment Protection Bill becomes law there will be an obligation on employers to permit reasonable time off from work for the training of trade union representatives in aspects of industrial relations relevant to the carrying out of their duties at the workplace. Certainly, therefore, there will be an increase in the demand for trade union training.

There has already been a big expansion in trade union training in recent years. The unions, for understandable reasons, are concerned to ensure that the training takes place on lines which they prescribe. After all, a workplace trade union representative is a spokesman of his union, and it is proper that he should be informed of his rights and obligations under the rules and procedures of the organization which he represents, of the provisions of the negotiating arrangements to which his union is party and of the terms of the substantive agreements into which his union has entered. A number of unions now provide for training in these subjects.

Sometimes the training is conducted on rather broader lines within schemes approved by unions. Tutors associated with university extramural departments, the Workers' Educational Association and some colleges of technology have played a significant role in this. The Society of Industrial Tutors, which embraces a number of people directly concerned with this kind of work, has initiated the production of a new series of teaching and study aids. The series, its sponsors claim, meets the twin tasks of providing for the needs of active trade unionists who want to equip themselves to be more effective and for a linked study course related to the requirements of existing training and education courses.

It is an ambitious project but there can be no doubt of the need for material to help trade union study courses. The real question, however, is not only whether the new books are informative, reliable and written with sympathy for made union objectives—though all these qualities are important—but whether the whole idea is not too ambitious for the purpose in view. There is always the danger in a series of this kind that the authors will write more for each other than for the working men and women who are to participate in the study courses.

Of the group of four books being issued initially, together with a separate resource book which builds upon the ideas outlined in the four books, the one on *Industrial Studies 1: The Key Skills* by Ed Coker and Geoffrey Stittard is the most likely to appeal to trade union students. This is not because the other books are less well written or are uninformative but because Tony Topham's deals with subjects which are very close to the day-to-day experience of workplace representatives. He

discusses, for example, the role of the representatives, trade union organization in the workplace, recognition, victimization, the maintenance of membership, bargaining problems and the scope of negotiations.

In his book *The Activist's Handbook*, Bob Houlton has made a determined effort to write in a style which is readily understandable, even though some of the concepts, relating to skills in communication, are sometimes described as though trade unionists deal mainly with metal or even sympathetic news columns. The use of even the most competent techniques will not, however, evoke sympathetic comment from much of the press when their editorial purpose is, periodically, to mould opinion against trade union policies and activities. Nevertheless, there is much that is helpful in the book about how to win people's confidence, how to be effective in committees and how to utilize to advantage the facilities provided by representative institutions.

The two books on statistics and calculations are exactly what their titles indicate. The number of students in trade union study courses who will work their way through these books is likely to be small. This is not because they are inapplicable but simply because they are not interested in other aspects of industrial relations. People who are active in the trade union movement have limited time for study and they prefer to concentrate on the issues which they feel to be immediately relevant to their activities.

There is, of course, one major question mark which hangs over a series of books of this kind. It does the learning of techniques into the consideration of economic and social strategy which is so very important for trade union policy? Problems concerning statistics and effective communications have to be set in a wider framework. Issues of trade union policy concerning, for example, inflation, the rate of economic growth, the balance of payments, the restoration of full employment and the development of industry set this scene for much that takes place within collective bargaining.

For many years there have been different views within the trade union movement about the scope of trade union training and education. At an earlier time some of the more extreme and distinctive roles of the WEA and the National Council of Labour Colleges. It would be easy to concentrate on what is nowadays described rather narrowly as trade union training, yet there has probably been no period in recent years when the history of the trade union movement, the relationship between collective bargaining and national politics, including the part played by law, has been so close. How far, it may be asked, this series of books likely to help trade union students to deal realistically with those problems?

The resource book which accompanies the first four volumes claim that its first aim is to help students in their search for greater understanding of the industry and society in which they work and live. It is a claim which the books have to justify. Their scope is narrower than the scope they have given themselves. To understand society in its many facets, however, is a task which is not a simple one. These points of criticism, however, need to be set in the context of the good work. The authors have written informatively and in a style designed to interest the general reader. The new books will help to trade union studies. They are, therefore, to be warmly welcomed.

Among this week's contributors:

Richard Isherwood is a practising dentist.
Andrew Robertson is Reader in Management Studies at the Polytechnic of Central London.
Jim Mortimer is chairman of the Advisory Council and Arbitration Service.
Andrew Selkey is a novelist and writer on Caribbean affairs.

PRIMARY GRADINGS

B. E. M. Gomes

English in Action. By R. F. Churchill. E. J. Arnold. 19 910161 3. 19 91017 9. Book 3, 78p. 00149 7. Book 4, 78p. 00149 5.

Images. By Barry Maphury. Oxford University Press 75p. 0 19 916016 3. Set of 24 slides £4.00 plus VAT. 19 91021 6.

I had the privilege last year of reviewing for the TES Barry Maphury's anthologies, *Banishment* and *Banishment*, which must surely rank as outstanding collections of prose, poetry, rhymes, short stories and pictures for the younger junior and middle school child. *Banishment* is built around animals, machines and explanations for how things came about, while *Banishment* moves from the real and familiar to the mild and incredible.

The other two volumes making up the set are *Workscopes* which, as its title suggests, is an exploration of the field of language, and *Thoughtscopes*, which concentrates on thoughts and ideas, emphasizing the introspective faculty. Both are compiled with the older junior and middle school child in mind.

Images is the teachers' book to accompany the four volumes and completes what must be one of the most imaginative and exciting sets of English source books now available. It shows how the anthologies may be used individually and also linked with the supplement of music and slides.

Each piece is treated in this guide by a short discussion followed by suggestions for imaginative and creative work involving discussion, writing, research, collections, picture-making, etc., with the emphasis on stimulation and enjoyment for the participant. For example, the treatment of "The Cray" in *Banishment* is to suggest exploring the "cray" recipe idea, where children are to be encouraged to make up their own cray recipes for mad pudding, rhubarb, slippy pie, etc.

The set of 24 colour slides offer a range of visual material to supplement the anthologies. For example, a novel approach to English teaching which covers primary and middle school teacher should consider very seriously.

Bridget Loney

Greeks and Romans. By Hugh Holm. Heinemann Educational. 0 435 36406 5.

The subtitle is "Topics in Greek and Roman History". For Greek history, the main divisions are: the Persian Wars, Athens: Golden Age and Decline, and Alexander the Great. Each section includes an introduction and narrative containing extracts from translations of Herodotus, Aeschylus, Thucydides and Aristotle, and also extracts from Greek classical novels about ancient Greece.

The Roman history is on the same lines. The main divisions are: the Roman Empire, Caesar and Britain, and the Roman Empire. The book is written in a lively, readable style, and includes many extracts from Latin and Greek texts. It is a valuable resource for teachers and students alike. The book is written in a lively, readable style, and includes many extracts from Latin and Greek texts. It is a valuable resource for teachers and students alike.

FOOD FOR SPIRIT AND IMAGINATION

Myths, Legends and Lore. By Ralph Laverne. Blackwell. 0 435 36406 5.

Greeks and Romans. By Hugh Holm. Heinemann Educational. 0 435 36406 5.

The subtitle is "Topics in Greek and Roman History". For Greek history, the main divisions are: the Persian Wars, Athens: Golden Age and Decline, and Alexander the Great. Each section includes an introduction and narrative containing extracts from translations of Herodotus, Aeschylus, Thucydides and Aristotle, and also extracts from Greek classical novels about ancient Greece.

The Roman history is on the same lines. The main divisions are: the Roman Empire, Caesar and Britain, and the Roman Empire. The book is written in a lively, readable style, and includes many extracts from Latin and Greek texts. It is a valuable resource for teachers and students alike. The book is written in a lively, readable style, and includes many extracts from Latin and Greek texts. It is a valuable resource for teachers and students alike.

FOOD FOR SPIRIT AND IMAGINATION

Myths, Legends and Lore. By Ralph Laverne. Blackwell. 0 435 36406 5.

Greeks and Romans. By Hugh Holm. Heinemann Educational. 0 435 36406 5.

The subtitle is "Topics in Greek and Roman History". For Greek history, the main divisions are: the Persian Wars, Athens: Golden Age and Decline, and Alexander the Great. Each section includes an introduction and narrative containing extracts from translations of Herodotus, Aeschylus, Thucydides and Aristotle, and also extracts from Greek classical novels about ancient Greece.

The Roman history is on the same lines. The main divisions are: the Roman Empire, Caesar and Britain, and the Roman Empire. The book is written in a lively, readable style, and includes many extracts from Latin and Greek texts. It is a valuable resource for teachers and students alike. The book is written in a lively, readable style, and includes many extracts from Latin and Greek texts. It is a valuable resource for teachers and students alike.

FOOD FOR SPIRIT AND IMAGINATION

Myths, Legends and Lore. By Ralph Laverne. Blackwell. 0 435 36406 5.

CREATIVE

Geoffrey Summerfield

Children and Themes. By Alan Lynskey. Oxford University Press. Studies in Education. 75p. 0 19 919056 9.

Alan Lynskey's book is a welcome addition to the Oxford Studies in Education. It is subtitled "A Teacher's Guide to Creative Work", and is clearly rooted in two sustained, thoughtful, vital, indeed zealous, practical experience, and a comprehensive knowledge of the relevant literature—both the theoretical frames of reference and the gritty-gritty of books for kids.

Part One gives us 33 pages of consistently intelligent guidance in planning the work of a junior school class. Lynskey has a sharp eye open for time-wasting strategies, mere "busy work", and also for mechanical or superficial routines. He argues, rather, that "full imaginative involvement" is a necessary condition of real learning, and that from such involvement stems commitment to disciplined, attentive, and self-liberating absorption. He offers many salutary and heartening observations on the role of the teacher and on the everyday unromantic but essential question of organization, but especially useful are his demonstrations of the peculiar centrality of drama in the burgeoning interaction and representations of junior school children.

The second part of his book contains specific proposals for work in reading, talk, drama, and writing. Lynskey is also given; for drama, there is a profusion of suggestions, leading from simple occupational and expressive mime through to ambitious collaborative efforts.

In conjunction with Tom Haggar's *Working with Language* (Blackwell), *Children and Themes* is probably the most intelligent recent work on children's literature—the vivid provocations of Paul Bartlett's brilliant topic books (Giant, Alan Lynskey's book to the service as an ideal introduction to the world of junior school curriculum, and to the distinctive pleasures that it provides, not least for the teacher.

My own private life.
I see a distorted view of your out-
side life
as straight as a mangled knife.

CRISS-CROSS

Rhodri-Jones

Crossword 90. By Bill Ridgway. Arnold. 88p. 0 7131 191 5. Puzzle 11.0m. By O. M. Thomson. Hutchinson Educational. 60p. 0 09 117701 4.

I had better declare at the beginning a lack of interest. I have always found crosswords a peculiarly pointless way of passing the time—almost as mindless as playing cards. Before advocates of both activities rush to their defence, I will admit that my prejudice may be due to the fact that I was never very good at either of them.

When it comes to using crossword as a light-hearted means of getting children to look more closely at words, however, then I can see some merit in it. Children like puzzles, quizzes and word games, and any activity which helps them to use words more precisely is to be welcomed.

Of the two books here reviewed, the first seems to me the more useful. The title is explicit enough: the volume consists of 90 crosswords graded in difficulty from the very simple with a mere two clues in mere advanced (though still fairly undemanding) with 60 clues. A subtitle describes the crosswords as being intended "for teenagers". I should have thought the book would be more useful for top juniors or in the remedial department in the secondary school.

Puzzle It Out attempts something more ambitious. Described as a "comprehension course", the crosswords take poems and passages from books as the basis for the clues. The intention is to ask the same kind of question as is set in GCSE comprehension passages and to fit the answers into the space of the crossword. The result is to tell us more about the nature of crossword puzzles (see my first paragraph) than about examination comprehension exercises or passages of English literature. I decide that side the "edge" could have been a synonym for this "margin" in "Daffodils". For instance, is hardly likely to extend a pupil's understanding in appreciation of Wordsworth's poem. It seems to me a misguided undertaking.

LYRICAL AND ROMANTIC POETRY

Katya Watter

Augustine Lyric. Edited by Donald Davis. Poetry Bookshelf Series. Heinemann £2.50. 0 435 15700 0. Paperback 95p. 15701 9.

As this collection consists of verse by poets who were primarily lyric poets, such writers as Swift and Pope are excluded. A number of popular songs and what are now known as lyrics surprise one by finding their proper niche here and although few of the poems are particularly memorable the anthology is enjoyable. Notes kept to a minimum include short biographies and explain points of literary interest and to replace a dictionary in a very short space admirably describes the salient features of the period and discusses the con-

tribution made by the chosen poets to the literature of the day as well as to the English poetic tradition.

Five Late Romantic Poets. Edited by James Reeves. Poetry Bookshelf Series. Heinemann £2.50. 0 435 15073 1. Paperback 95p. 15074 X.

This is in the same series as the Augustine Lyric. The five poets, George Darley, Hartley Coleridge, Thomas Hood, Thomas Lovell Beddoes and Emily Brontë have little in common but misfortune and early death and, as James Reeves writes in his introduction, the fact that they were all truly dedicated. There is a short biography of each poet and a general appreciation of his work, better for some than others. The notes are good but rather few in number.

Methuen

World of nature

A new high-quality soft-cover series combining accurate text with full-colour illustrations on almost every page. £1.75 each

HANS HVAAS

Fishes of the World

Mammals of the World

Reptiles and Amphibians of the World

Prehistoric Life

KAI PETERSON

on Earth

A new high-quality soft-cover series combining accurate text with full-colour illustrations on almost every page. £1.75 each

M

18 Resources

Food for thought

by Nici Crowther

Thinklab, a Reading Motivator, developed for SRA by J. J. Weber Ltd. Science Research Associates Ltd, Reading Road, Henley-on-Thames, Oxfordshire, RG9 1EW. Price £23.55.

"All students—no matter what their apparent academic ability—can think." This is the philosophy behind Thinklab, a new reading motivator from SRA, which attempts to aid pupils' cognitive development, at the same time as giving them reading experience.

The kit consists of a series of cards, each of which contains a puzzle to be thought out and, if possible, solved. The puzzles are colour-coded according to type, the reading level they are intended to be solved at, and the time taken to solve them.

Much of Thinklab seems to require an ability to think laterally, to look for the least obvious answer to a problem—what the teacher's notes call "lateral and flexible thinking". A typical type of the "perception" type is: "Two Russians boarded a bus. One Russian was the father of the other Russian's son. How is this possible?"

The answer, that one of them is a woman married to the other, is probably either immediately obvious, or is practically impossible to think of, or, as is the case with quite a few of these puzzles, known beforehand. Other tasks, such as making five

"puzzles" out of ten sections of fence, five triangles in a pentagon shape and working out the next number in the sequence, 4, 6, 7, 11, 18, 135) can more readily be solved by trial and error. Such puzzles often feature largely in schoolchildren's subculture, and for those who enjoy them, there is a great deal of fun and satisfaction to be found in Thinklab.

SRA have designed Thinklab specifically "to stimulate immediate, slower-reading students". An immediate pupil is by no means necessarily slow-reading, and Thinklab may well be absorbing and promoting for a child who does not want to respond to academic projects.

For the backward reader, however, there are some problems. The level of the reading on the cards is given an American level, "Grade equivalent" in the teacher's notes, but this means nothing to a British teacher who has no further indication of the reading standard of the cards. True, the words are mostly thin on the page, and the nature of the kit requires reading for information and re-reading, but the basic level of proficiency needed to digest the easiest cards seems relatively high.

Moreover, the reading becomes progressively more difficult from the first card to the last, and, by itself, Thinklab will surely not improve a pupil's reading by the equivalent of several years. It is possible, therefore, that slow readers may well fail to read the cards and so be restrained in their progress.

Access to art

Art historians interested in the work of Boris Bich (Dirk de Lorenz) (1415-1475) may have instant access to any one of 13 of his paintings in nine different galleries throughout the world, and a choice of nearly 250 van Goghs. Together they form a tiny fraction of the 90,000 slides which cover all aspects of the fine and applied arts in the Victoria and Albert Museum's slide collection.

The slides, in colour and black and white, concentrate on the history of painting. They have been available for loan since the establishment of the National Slide Loan Service in 1947. The service grew in its present size under James Strand, who started collecting when slides were large glass plates.

Applications for loans can be made in person or by post. The museum has eased the process of selection by publishing catalogues giving brief details of each slide. Thus able to visit the collection can consult a visual index—an extensive series of miniature albums, subdivided into various categories, containing small prints taken from the slide negatives.

Borrowers have to use an official application form, giving in least 10 days' notice. The slides have to be returned as soon as they have finished with them. There is no charge but borrowers have to pay the cost of postage and packing.

National Slide Loan Service, Victoria and Albert Museum, London SW7 2RL.



Secondhand experience

by Nirk Thomas

Storehouse. By Lark Williams. Edward Arnold, 25 Hill St, London W1N 8LL. £2.60.

Storehouse is a pack of 48 large cards, each with two black-and-white photographs printed, one on each side. There are 24 different pictures, permitted so that each appears with four different companions. The aim, according to the packet, is to stimulate the creative imagination of secondary and middle school pupils.

However, in the whole, the chosen photographs are less than stimulating. Several show familiar urban scenes of the kind that attract a small, brief crowd—an ambulance, a minor fire, a demonstration, a film crew. Others are character studies—a stillholder, an old lady, a mother and baby, a policeman. They are pleasant and competent enough, but inconsiderable, the kind of photograph not seen on display in local newspaper offices.

These slightly staid images, then, are to be used as follows. The teacher deals out one or more cards from the pack to each child or group, and encourages them to speculate either on the personalities and background of the characters, or on the history surrounding "the photographs which suggest events". Sequences may be built up from pairs or larger groups of photographs. The pupils' speculations may be in writing, discussion, or improvised drama.

The possibilities, clearly, are endless. But one would expect that such an elaborate device has been developed not just as an arbitrary addition to classroom firepower but to meet an experienced need. What is being responded to is, apparently, a difficulty of invention and one must ask whether the difficulty is the pupils' or the teacher's.

The invention of topics for art is not generally recognised as a difficulty in its own right, but this seems to be Mr Williams' concern. The last century, has exhibits and information from outside this area and period. The main stock are old toys, costumes, pictures and maps, and general antiques. The museum is financed by a county grant and the purchases from a school fête have established equipment, such as glass panels, to be bought.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

After the dissolution the Augustinian priory was granted to the monks of Ealingham, who lived there for over a century and carried out the conversion from monastic to domestic use. It was occupied as a family residence from 1541 until 1943, and is now the property of Reigate Council who lease it to Surrey Education Committee.

This civil historical background is fully explored in the children's museum which had been established in the priory. The museum, though biased toward Reigate in

the last century, has exhibits and information from outside this area and period. The main stock are old toys, costumes, pictures and maps, and general antiques. The museum is financed by a county grant and the purchases from a school fête have established equipment, such as glass panels, to be bought.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

19 Resources



Photograph by Harry Hunt

A museum for children by children

by Irene Smith

Reigate Priory Middle School occupies the site of the thirteenth-century priory. Nothing of the Norman structure remains and little of the Tudor buildings, but the schoolchildren are encouraged to treasure what is left.

After the dissolution the Augustinian priory was granted to the monks of Ealingham, who lived there for over a century and carried out the conversion from monastic to domestic use. It was occupied as a family residence from 1541 until 1943, and is now the property of Reigate Council who lease it to Surrey Education Committee.

This civil historical background is fully explored in the children's museum which had been established in the priory. The museum, though biased toward Reigate in

the last century, has exhibits and information from outside this area and period. The main stock are old toys, costumes, pictures and maps, and general antiques. The museum is financed by a county grant and the purchases from a school fête have established equipment, such as glass panels, to be bought.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Children are encouraged to bring as many as 10 items which interest them. Nothing from a child is ever refused. Parents, older friends, and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work.

Consumer education for book buyers

A recent meeting of people interested in setting up school bookshops emphasized the steady increase of the shops. Here FRANK LIPSIGUS looks at one wholesale business which is providing a service for schools

Turning school hours and school rooms to commercial uses has its controversial aspects but the notion of school bookshops has been embraced with enthusiasm (see TES 18.7.75, p. 51). Henrich School, Radley College, where such a scheme has been initiated, describes how sales took off: "During the year I circulated a selected list of modern fiction which didn't have an earth-shattering effect on sales but several customers did express their appreciation. . . . My own favourite, H. E. Bates, has sold very well in the last two terms, and after I read *Travels with My Aunt* sales of Graham Greene at last began to get off the ground."

John R. Love, head of the English department at Duffryn High School, Munmouthshire, proved equally enterprising with his classes. "Reading to the class a chapter from a book from the bookshop shelves will often whet the appetite of potential customers. Also, groups are allowed to use part of an English lesson once a fortnight to browse in the shop and make purchases. This ensures that children who may have other

lunchtime pursuits, or who may have their dinner at home, will still be able to buy books and receive expert advice."

These testimonials and nonterrors others came in unolicited to Brian Coulson, head of Books for Students, a wholesale distributor at Godalming, Surrey. He has reprinted them in his regular mimeographed publication *Bookshop Review*.

Coulson is a bookseller, not a pedagogue, but he subscribes to the theory that buying books encourages children to read. He goes no far as to say that reading a bad book is better than not reading at all, and though his reasons for believing this are understandable, he can also point to teachers who agree with him and take the time to show him about it.

"The philosophy of the shop was to provide a wide range of recreational reading for our clients, but I personally hoped that we would be able to develop wide sales in the serious fiction area. . . . From the start we decided to arrange books by sections: one unit of crime and adventure, four of fiction and classics, one of art, music and modern languages, one of literary criticisms,

one of poetry and plays, one of science fiction, one of war novels, one of science, two of history and two of non-fiction."

Books for Students provides its service to schools with admirable efficiency and goodwill. Part of the same firm as Bookwise, which supplies Woolworths and other chain stores, it shares Bookwise's large Surrey warehouse with its three-quarters of a million paperback and 200,000 titles.

Considering the difficulty of getting rapid service from publishers—and even from major bookshops—the school trade should be grateful that a major book supplier is interested in the small orders in which Coulson's firm specializes. In return, Books for Students obviously has a captive market which means exploit on its behalf. In public schools, particularly, letters go to parents asking about a book-buying allowance, which in some cases is applied automatically unless the parents object by a certain date. The shops get a 10 per cent reduction on the retail price of books, which is increased as volume increases, and the supplier pays postage for orders over £10. And the figures mount up.

St Edward's School, Oxford, holds the record sale of 1,990 books during a two-day exhibition period. Exhibitions are another Books for Students service, whereby some thousand paperback titles in eight-rack stands are displayed and sold over a two-day period in a school. The travelling exhibition visits 500 schools a year and is manned by a Books for Students employee, who sells and takes orders. Junior schools get similarly equipped book fairs, though there is no attendant and no books are supplied at the school. They have to be ordered with the approval of parents.

In its quiet way, the firm has acquired a secure niche which is unquestionably maintained. In five years, book shops have been established in over 300 schools and what was originally meant primarily for independent schools now has twice as many state-school locations. Most surprising is the enthusiasm of the masters, who seem taken with the idea of translating student interest into cash sales, and Brian Coulson certainly has no objection to that.



A Nantwich school paperback bookshop

Synthesized sound and computer music

The Nonesuch Guide to Electronic Music. HC73018. £3.62. Computer Music. H71245. £1.85. The Wild Bull. H71208. £1.85. Silver Apples of the Moon. H71174. £1.85. Nonesuch. Brandenburg Concertos Nos. 3, 4, and 5. CBS 73395. £2.99.

Although the Nonesuch Guide to Electronic Music has been available for some years, it has not been superseded by a more comprehensive recorded introduction to electronic music. Consisting of two stereo records and a 15-page booklet, the recording explains some of the processes and techniques used in electronic music, and discusses the physical nature of sound. In order to fully appreciate the contents of the booklet, a basic knowledge of physics is helpful.

The text covers basic studio equipment and its functions, signal generators, voltage control and modulation, filtering, and its effects on waveforms, sound synthesis, and electronic notation. There is a useful table of abbreviations and symbols, as well as a fairly extensive glossary.

The records include nearly 70 separate examples of electronic sounds, from a simple demonstration of different types of

waveform to the effects of ring modulation and the filtering of white noise. The records provide a basic vocabulary for those interested in this music, though the limitations and timbres of sounds are almost infinite. Although such examples are clearly limited on the record, no commentary appears on the recording, which would be useful to teachers who prefer to use their own spoken introduction.

The record includes a short work apparently composed specially for the guide, with the clumsily named title *Peace Three*. This curiously archaic work appears twice and the full score, with technical annotations, is printed in the booklet.

Contrary to popular belief, computers are rarely used in the composition of electronic music, but rather for its realization. Traditionally, composers pick and rhythm of the notes, but the computer enables the composer to control all the elements of his composition.

Although the composers featured on Computer Music are well known in the United States, some of the music is really rather ordinary. Many pupils may have more success with a pencil and manuscript paper rather than an IBM script, but the records are nevertheless a useful introduction to the possibilities of using this type of equipment.

The Wild Bull, Morton Subotnick's composition for synthesizer, goes far beyond computer-realized music in terms of scale and expression. Based loosely on a Sumerian poem from 1700 BC, the work has an overpowering feeling of pathos, somehow avoiding all the time-worn clichés of electronic music and the appealing to the ear as well as the intellect. But pupils may be more appreciative of his *Silver Apples of the Moon*, significant in that this was the first full-scale composition for the record medium. Subotnick, perhaps the most exciting voice in today's electronic music, chose the title from Yeats's poem because it reflected the unifying ideas of the composition.

Electronic realizations of classical pieces have become commonplace, but it was as recently as 1968 that Walter Carlos released his first *Switched on Bach* which became the largest selling classical album of recent times.

The new CBS record includes his three Brandenburg realizations, and is essential for any teacher contemplating lessons on electronic music. Carlos is not only a master of the synthesizer, but he also has a deep understanding of Bach.

Broadcasting guide

School Broadcasting: A Guide for Teachers (BBC School Broadcasting Council for the United Kingdom). By John Lambert, assistant senior education officer of the council, is a practical guide for the inexperienced teacher who wants to use school radio or television broadcasts.

The 48-page booklet discusses different ways in which broadcasts can be used in the classroom, whether off-air or recorded. The technical guidance on the use of essential equipment is liberally illustrated with photographs and drawings, and assumes little or no technical knowledge. There is also some consideration of the general principles involved which will help teachers and schools to make the best use of broadcasts.

The final section contains case studies of classroom use. Schools included vary from the small primary to the large comprehensive, with its own media resources officer.

The booklet has been produced after extensive consultations with teachers, lecturers and advisers. School Broadcasting: A Guide for Teachers. BBC Publications, School Orders Section, London SE1. 50p.

Map storage

A suspension mechanism which ensures that maps and charts of various sizes remain vertical at all times, making storage and retrieval fast and easy, is announced by Polysure (Materials Handling) Ltd.

The usual way of storing maps is flat, in a conventional plan chest, folded in an office-type filing cabinet or rolled in pigeon holes. This subjects maps to much more handling and, consequently, damage. The Polysure system, it is claimed, eliminates unnecessary handling and so extends the life of the maps. Full details from Polysure (Materials Handling) Ltd, PO Box 130, Esher, Surrey.

First aid films

The Order of St John's 1972 film catalogue *A Guide to Films on First Aid and Nursing* has been updated with the assistance of the British Life Assurance Trust for Health Education. The new edition includes 11 audio-visual material besides films and is called *A Guide to First Aid and Nursing* (Materials Handling) Ltd, PO Box 130, Esher, Surrey.

Available for £1 plus postage from Purchasing and Supplies Department, Order of St John, St John's Gate, Clerkenwell, London EC1M 4D1.

Handwritten text: "John C. 136"

SOCIAL WORKER

(Post E.273)
£2,529-£3,474 p.a.
Required by the County Education Department at Bury St. Edmunds to serve the Western Area of the County.

The duties of the post require close liaison with the Educational Psychologists and Remedial Advisory Teachers in Schools, homes and the Education Guidance Centres. Family casework brings the Education Social Workers into close and daily contact with their colleagues in the Social Services Department and the other statutory and voluntary agencies.

A car allowance is payable.

Fringe benefits will include, in appropriate circumstances: 100% removal expenses; contribution towards legal or similar fees of up to £300; £120 settling-in allowance; and, where applicable, a lodging allowance of £10 per week with 2nd-class rail fares home once every three weeks—both for a period not exceeding four months.

Further details and application forms (returnable as soon as possible) from the County Education Officer, County Hall, Ipswich IP4 2JS. (Tel: Ipswich 55801.)

Suffolk County Council

Administration

Local Education Authority

NEWCASTLE UPON TYNE

EDUCATION OFFICER
The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

General

BIRMINGHAM

WEST MIDLANDS ADVISORY EDUCATION OFFICER
The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

LONDON

THE SPARKS SOCIETY

GARDENS OFFICER

The Society are seeking to recruit a qualified and experienced Gardens Officer to the Gardens Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

OXFORDSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

Senior Educational Psychologist

Southern Salary Scales, points 20-24 (£5,331-£6,030)

Applications are invited from suitably qualified and experienced Educational Psychologists. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £5,331-£6,030 p.a.

Essential user car allowance payable and assistance towards removal and resettlement up to a maximum of £500 and a separation allowance of £8 per week for 26 weeks payable in approved cases.

Application forms and further particulars may be obtained from the Personnel Officer, Oxfordshire County Council, 8-10 Cambridge Terrace, Oxford, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

LONDON

UNIVERSITY OF LONDON

EDUCATION OFFICER

The University are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

WILTSHIRE

LIBRARY & MUSEUM SERVICES

The County are seeking to recruit a qualified and experienced Library & Museum Services Officer to the Library & Museum Services Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

HERTFORDSHIRE

ROYAL CALEDONIAN SCHOOLS

Supervisors

The Council are seeking to recruit a qualified and experienced Supervisor to the Supervisors Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

OXFORDSHIRE

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

B. DEVON

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

NATIONAL YOUTH BUREAU

on behalf of Consultative Group On Youth and Community Work Training

Professional Adviser

for the Co-ordination and Validation on In-Service Training for Youth and Community Service Personnel

A Panel, representative of all interests concerned, is being established to carry out this task on behalf of the Consultative Group at the invitation of the O.E.S. It requires the services of a Professional Adviser. The person appointed will have experience in the education and training of youth and community and allied workers and be able to make a professional judgment on the whole range of courses within the Panel's concern.

Salary within first four points of new H.F.E. Principal Lecturers scale (£5,840-£8,842).

Further details and application forms (to be returned by 15th August 1975) from: Director, National Youth Bureau, 17-23 Albion Street, Leicester (LE1 3BQ).

COUNCIL FOR NATIONAL ACADEMIC AWARDS

Administrative Assistants

Applications are invited for two new posts of Administrative Assistant. It is intended that the Administrative Assistant will primarily be concerned with maintaining links between the "academic" units of the Council's organization, headed by the Senior Assistant Registrar, and the central administrative services, in particular the Council's Information and Statistics Unit. Their duties will involve them in the preparation of data about courses which have been or are about to be validated by the Council, assisting in the compilation of statistics on courses and students and possibly some committee work. Applicants should preferably be either graduates following a career in Educational Administration, or persons who have already obtained relevant experience in an academic institution.

Salary on appointment will be within the scale of £3,251 to £4,787 (currently under review), including threshold and London allowance payments.

Further particulars may be obtained from the Secretary, the Council for National Academic Awards, 34/35A Gray's Inn Road, London WC1. Closing date for applications: 18th August, 1975.

Somerset

Educational & Cultural Services Committee

Senior Careers Officer

Area Careers Office, Frome
Grade AP4/5
Salary Scale: £3,366-£4,086 per annum

Careers Officer

Area Careers Office, Taunton
Grade AP2/4
Salary Scale: £2,529-£3,702 per annum

Applications are invited for the above two appointments in the Careers Service which was brought into operation in April, 1974, both posts being additions to the current establishment.

Candidates should preferably have had previous experience in the Careers Service and be appropriately qualified.

In respect of the first post, the nature of the work would be in an advisory capacity for academically able pupils and students.

In the case of the second post the minimum salary for a qualified officer will be £2,853.

Application forms and further details available from the Chief Education Officer, at Taunton, (NT) Section, County Hall, Taunton.

Closing date: 20th August, 1975.

Health

NOTTINGHAMSHIRE

EDUCATION DEPARTMENT

ASSISTANT SCHOOL LIBRARIAN

A qualified Librarian to assist the School Librarian in the management of the school library. The successful candidate will be responsible for the day-to-day running of the library and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

GLAMORGAN

THE POLYTECHNIC

Administrative Assistants

Applications are invited for two new posts of Administrative Assistant. It is intended that the Administrative Assistant will primarily be concerned with maintaining links between the "academic" units of the Council's organization, headed by the Senior Assistant Registrar, and the central administrative services, in particular the Council's Information and Statistics Unit. Their duties will involve them in the preparation of data about courses which have been or are about to be validated by the Council, assisting in the compilation of statistics on courses and students and possibly some committee work. Applicants should preferably be either graduates following a career in Educational Administration, or persons who have already obtained relevant experience in an academic institution.

Salary on appointment will be within the scale of £3,251 to £4,787 (currently under review), including threshold and London allowance payments.

Further particulars may be obtained from the Secretary, the Council for National Academic Awards, 34/35A Gray's Inn Road, London WC1. Closing date for applications: 18th August, 1975.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

CITY COUNCIL

AMUSEMENTS AND RECREATION DEPARTMENT

PLAYLEADER—ROMSEY PLAY

A suitably experienced dedicated individual with previous ability in play leadership, to assist in the running of the play group. The successful candidate will be responsible for the day-to-day running of the play group and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Wolverhampton

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

NEWHAM

HOSPITAL/HOME TUITION SERVICE

The Council are seeking to recruit a qualified and experienced Hospital/Home Tuition Service Officer to the Hospital/Home Tuition Service Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

BERKSHIRE

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

DEVON

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

GLAMORGAN

THE POLYTECHNIC

Administrative Assistants

Applications are invited for two new posts of Administrative Assistant. It is intended that the Administrative Assistant will primarily be concerned with maintaining links between the "academic" units of the Council's organization, headed by the Senior Assistant Registrar, and the central administrative services, in particular the Council's Information and Statistics Unit. Their duties will involve them in the preparation of data about courses which have been or are about to be validated by the Council, assisting in the compilation of statistics on courses and students and possibly some committee work. Applicants should preferably be either graduates following a career in Educational Administration, or persons who have already obtained relevant experience in an academic institution.

Salary on appointment will be within the scale of £3,251 to £4,787 (currently under review), including threshold and London allowance payments.

Further particulars may be obtained from the Secretary, the Council for National Academic Awards, 34/35A Gray's Inn Road, London WC1. Closing date for applications: 18th August, 1975.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

CITY COUNCIL

AMUSEMENTS AND RECREATION DEPARTMENT

PLAYLEADER—ROMSEY PLAY

A suitably experienced dedicated individual with previous ability in play leadership, to assist in the running of the play group. The successful candidate will be responsible for the day-to-day running of the play group and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Wolverhampton

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

NEWHAM

HOSPITAL/HOME TUITION SERVICE

The Council are seeking to recruit a qualified and experienced Hospital/Home Tuition Service Officer to the Hospital/Home Tuition Service Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

BERKSHIRE

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

English as a Foreign Language

BOROUGH OF HARINGEY

ENGLISH AS A FOREIGN LANGUAGE

The Council are seeking to recruit a qualified and experienced English as a Foreign Language Officer to the English as a Foreign Language Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

SUSSEX

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

GLAMORGAN

THE POLYTECHNIC

Administrative Assistants

Applications are invited for two new posts of Administrative Assistant. It is intended that the Administrative Assistant will primarily be concerned with maintaining links between the "academic" units of the Council's organization, headed by the Senior Assistant Registrar, and the central administrative services, in particular the Council's Information and Statistics Unit. Their duties will involve them in the preparation of data about courses which have been or are about to be validated by the Council, assisting in the compilation of statistics on courses and students and possibly some committee work. Applicants should preferably be either graduates following a career in Educational Administration, or persons who have already obtained relevant experience in an academic institution.

Salary on appointment will be within the scale of £3,251 to £4,787 (currently under review), including threshold and London allowance payments.

Further particulars may be obtained from the Secretary, the Council for National Academic Awards, 34/35A Gray's Inn Road, London WC1. Closing date for applications: 18th August, 1975.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

CITY COUNCIL

AMUSEMENTS AND RECREATION DEPARTMENT

PLAYLEADER—ROMSEY PLAY

A suitably experienced dedicated individual with previous ability in play leadership, to assist in the running of the play group. The successful candidate will be responsible for the day-to-day running of the play group and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Wolverhampton

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

NEWHAM

HOSPITAL/HOME TUITION SERVICE

The Council are seeking to recruit a qualified and experienced Hospital/Home Tuition Service Officer to the Hospital/Home Tuition Service Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

BERKSHIRE

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

The Council are seeking to recruit a qualified and experienced Education Officer to the Education Department. The successful candidate will be responsible for the day-to-day running of the Department and will be required to liaise with the various schools and other agencies. The post is a full-time position and the salary is £2,529-£3,474 p.a.

Cambridge

EDUCATION OFFICER

